

**CONGRUENCE OF PERCEPTIONS AMONG THE PRINCIPAL, MENTOR
TEACHER, AND NOVICE TEACHER REGARDING THE PRINCIPAL'S ROLE
IN A CAMPUS MENTORING PROGRAM**

A Dissertation

by

LUCY ELAINE LARRISON

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

August 2006

Major Subject: Curriculum and Instruction

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Approved by:

Chair of Committee,	Elizabeth Foster
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	Jon Denton
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Major Subject: Curriculum and Instruction

ABSTRACT

Congruence of Perceptions Among the Principal, Mentor Teacher, and Novice Teacher

Regarding the Principal's Role in a Campus Mentoring Program. (August 2006)

Lucy Elaine Larrison, B.A., Sam Houston State University;

M.Ed., Sam Houston State University

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The literature is convincing that teachers are leaving the profession in record numbers (Owing, 2004; Ingersoll, 2002). Although there are a variety of reasons that may spur this problem, there is substantial evidence that mentoring programs are an effective means of addressing this issue and that principals serve a critical role in the success of these programs (Moir 2001; Ingersoll, 2001a).

Although mentoring and principal support have been recognized as key components in the retention of novice teachers, the literature does not document overwhelming success when mentoring is implemented in most schools. One must question the reasons for the continuation of teacher attrition when these retention factors have been clearly identified.

The primary purpose of this study is to examine the congruency of perceptions among the principal, novice teacher, and mentor teacher regarding the role of the principal in supporting mentoring programs at the campus level. The relationship between a principal's perception of his/her role in a mentoring program and the teacher retention rate at the school was studied. In addition, the study explored the preparation

and readiness of the principal to serve in a leadership role in the development and implementation of a campus mentoring program.

DEDICATION

How did I finish my task – let me count the ways . . . Belief that nothing is impossible was a message spoken and modeled by my late beloved mother. Mom, to you I lift my eyes and heart in thanks for being the best teacher I ever had. Through your love, guidance, gentle shoves in times of despair, and repeated messages of encouragement, I found the strength to persevere.

My husband, Bill, soothed many anxious moments and unquestionably accepted new household and family responsibilities throughout the doctoral study years. His gentle, quiet demeanor provided the assurance that all was well. He never allowed me to lose sight of the end – an end that never would have been reached without him by my side.

My grown children, Joe Dan, Jace, and Jill, reminded me of the “mini-sermons” that I preached to them on determination, persistence, and the value of education while they were at home. They lovingly accepted many sacrifices so that I could live what I preached.

Completion of my study had an impact on all of us. To you, Mom, Bill, and children, thank you for your patience and unwavering love.

ACKNOWLEDGMENTS

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Without question, my entire committee has taught me more than the mechanisms of scholarly research. They have embraced me as a student, stretched me as a learner, and taught me passionately as professional educators. They exemplified teaching at its best.

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CHAPTER I

INTRODUCTION

Public education in the United States is constantly under scrutiny. Utilizing television, radio, and newspapers, the media keeps the general public attuned to educational issues that can stem controversy from laymen who are not grounded in educational reform. Capitalizing on the influence of the media, politicians often incorporate student performance issues as a part of their political agendas. As a result, federal and state laws are common byproducts of election promises to raise the bar of academic achievement for students. Most recently, the *No Child Left Behind Act* (NCLB Act) presented by President George W. Bush three days after taking office in January 2001 announced this legislative document as his framework for bipartisan education reform and the cornerstone of his administration. Embedded in the NCLB Act principles and strategies are provisions that mandate all teachers in core subjects be “highly qualified” by 2005-2006 (Texas Education Agency, 2003). Few would challenge the assertion that the nation needs to attract and retain the best educators possible to the profession. How that is accomplished remains an on-going topic of study in educational arenas.

Recent statistics regarding the attraction and retention of teachers reinforce the fact that little progress has been made to attract and retain the highly-qualified teachers that the NCLB Act now demands of public schools across the country. Specifically,

The style and format for this dissertation follow that of the *Journal of Educational Research*.

Nationwide, nine percent of the public school teachers in the United States leave the profession before completing their first year of teaching (Ingersoll, 2002). Too, more than twenty percent of new teachers leave their positions within three years, whereas thirty percent to fifty percent leave the teaching profession within the first five years (Ingersoll, 2002). Alarming, nearly eighteen percent of all teacher candidates never even enter the profession (Resta, Huling, & Rainwater, 2001). According to one estimate, between 1.7 million and 2.7 million new public school teachers will be needed by the 2008 – 2009 school year (U. S. Department of Education, 1999).

Coupled with federal mandates, other areas of concern regarding teacher attrition and retention rates are the effects of teacher attrition on school finance (Texas Association of School Boards and Texas Association of School Administrators, 2000), and the negative impact of high teacher turn over rates on student performance (Dolton & Newson, 2003).

The statistics are clear – teachers are leaving the profession at high prices for everyone involved. While accurate measures of teacher attrition and their consequences are critical for future planning, the need to identify factors which cause teachers to leave the profession and programs that may help retain them is of greater importance. Included below is a discussion around some of the reasons why teachers leave the profession.

Teacher Attrition Issues

Global Issues

There are some reports that identify salary (Dolton & van der Klaaw, 1995,1999), class size (Mont & Rees, 1996), stress (Kyriacou,1989) and teacher preparedness (Darling-Hammond, 2000c) as possible links to why teachers are leaving the field. Too, Mont and Rees (1996) found that issues like the amount of class time spent out of a teacher's certification area contributed to some teachers moving out of the profession. Teaching outside certification areas is particularly prevalent in small schools where teachers are expected to teach more than one subject. Although factors such as salary, class size, teacher preparedness, and teaching assignments are certainly issues in teacher retention, personal support at the campus level for novice teachers is documented as a critical component for reducing teacher attrition.

Substantial research by Ballinger (2000), Fredericks (2001), Ingersoll (2001b), Luckinger (2000), National Commission on Teaching and America's Future (1996), and Shen (1997) identify inadequate induction and lack of principal support as leading causes of premature voluntary departure of teachers from education. These studies identify the need for campus principals to take a leadership role in modeling and supporting effective mentoring programs for novice teachers.

Principal Support

A recent study that surveyed beginning teachers that left the profession identified lack of administrative support as a determining factor (Mills, 2001) for departure. The principal clearly plays a dominant role in determining both the quantity and quality of

support that beginning teachers receive (Brock & Grady, 1998; Gold, 1996; Hope, 1999). Tirozzi (2001) writes that, "...principals must spend significantly more time evaluating staff and mentoring new teachers." Gold (1996) supports this finding by stating that the initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching. Likewise, Kaplan and Owings (2004) state that principals must have a leadership role in bringing beginning teachers to professional maturity.

While reports recognize the principal as a key figure in the retention of novice teachers, it is equally important to determine what the literature identifies as effective tools to support the principal's efforts to retain novice teachers. Principals must recognize their role in the retention process and utilize best practices to complement their efforts if retention is to be addressed successfully. The literature identifies mentoring as a best practice tool that can be utilized in efforts to retain quality teachers in the profession.

Mentoring Programs

Mentoring programs have been identified as a positive, effective means of ameliorating some of the causes of the high attrition rate among beginning teachers (Darling-Hammond 1997, 2000b; Moir 2001; Scherer 2001; Weiss & Weiss 1999). According to the National Education Association (NEA), new teachers who participate in mentoring are nearly twice as likely to stay in their profession (Brown, 2003). Success in the classroom can enhance the probability that teachers will remain in the field. Mentoring programs help beginning teachers become more effective practitioners

sooner (Brennan, Thames, & Roberts 1999; Darling-Hammond 1996, 2000b; Feiman-Nemser 1996; Holloway 2001; Odell 1986, 1989). Effective teachers gain self confidence, experience more student success, and are more likely to remain in the profession. Too, recent research conducted by Grant (2004) found that the presence of an induction and mentoring program had a statistically significant effect on teacher retention. DePaul (2000) reinforces the importance of mentoring by writing in his study that principals must make a new teacher support program a priority and take the lead in developing a formal mentoring program. Furthermore, Odell and Ferraro (1992) indicate that among the approaches to support, develop, and maintain new teachers, mentoring shows particular promise in making a decisive difference in whether a new teacher continues in the profession.

As we examine the challenging issue of teacher retention, studies have identified two factors as critical considerations. First, the principal plays an increasingly significant role in providing direction and guidance to the novice teacher and may have great influence in whether a teacher remains in the profession. Secondly, under the principal's leadership, mentoring programs can offer the support to novice teachers that is needed to retain them in the profession.

While these established factors have been recognized repeatedly in the literature, one must question why the attrition of teachers has not diminished. How does the principal view his role in mentoring the novice teachers on his campus? Does the mentor teacher and novice teacher on the campus view the principal's role in like manner? Is the principal trained in mentoring best practices so that he can meet the

developmental, personal, academic, and social needs of the novice teachers? Response to these questions may provide the linkage to the retention of the teachers we “train” but don’t “retain”.

Purpose of the Study

The purpose of the study is to examine the congruency of perceptions among the principal, novice teacher, and mentor teacher regarding the role of the principal in supporting mentoring programs at the campus level. The relationship between the principal’s perception of their role in a mentoring program and the teacher retention rate at their schools will be studied. In addition, the study will explore the preparation and readiness of principals to serve in a leadership role in the development and implementation of a campus mentoring program.

Research Questions

The study will be guided by the following research questions:

1. What is the principal’s perception of the principal’s role in a campus based mentoring program designed to increase teacher retention?
2. What is the novice teacher’s perception of the principal’s role in a campus based mentoring program designed to increase teacher retention?
3. What is the mentor teacher’s perception of the principal’s role in a campus based mentoring program designed to increase teacher retention?
4. Are there differences among novice teacher, mentor and principal perceptions of the principal’s role in a campus based mentoring program for teachers?
5. What is the relationship between principal’s perceptions of their role in

mentoring programs and the teacher retention rate at their schools?

6. How well prepared are principals, through their administrative preparatory programs, to organize, develop and support induction and mentoring programs on their campuses?

Operational Definitions

Principal: Person who has significant administrative duties relating to the operation of the institution, including the operation of a department, college program, or other subdivision of the institution. The principal has managerial and decision rendering authority on the campus. For the purpose of this study, the principal may include the campus principal or campus dean.

Campus Mentoring Program: A program on the campus that affiliates a new teacher with an experienced staff member or team to provide guidance and assistance during the new teacher's transition to teaching (O'Neill, 2004).

Congruence: Agreement, harmony, conformity, or correspondence (Pickett, 2002).

Developmental Mentoring: A mentoring program that examines the needs of the mentee from both an instructional perspective and a personal professional development perspective.

Mentor: A person interested in the professional growth of an individual by coaching, guiding, counseling, and providing that individual with access to professional paths, networks, and viable relationships (Calabrese, 2000). In this study, a mentor will serve as an active participant in a campus-based mentoring program.

Mentoring: A sustained relationship between a novice and an expert (Podsen & Denmark, 2000).

Perceive: To become aware of or gain an understanding of something. (Pickett, 2002).

Role: A function completed by or position held by a professional practitioner in an organization.

Stakeholders: One who has a share or interest (Pickett, 2002). In this study, the stakeholders are represented by the campus administrator, (principal or dean) novice teacher (teacher with no more than three years of classroom teaching experience), and mentor teacher.

Significance of the Study

Arguments have been made that the demand for teachers in the United States is not a result of shortage of teachers but rather from a high attrition rate of existing teachers, particularly those within the first five years of their career (Darling-Hammond & Sykes, 2003). As a result, a menu of mentoring programs for beginning teachers have proliferated over the past 20 years as induction support for new teachers in an effort to increase the retention of teachers in the profession (Fideler & Haselkorn, 1999).

Mentoring novice teachers remains a critical component in the teacher retention dilemma as recognized by federal and state mandatory mentoring programs.

Although mentoring has been documented as a key component in the retention of novice teachers, and now is a federal government mandate, the literature does not document universal success when mentoring is implemented in schools. It is critical to the success of mentoring to examine issues that affect that effectiveness and to examine

the impact of the principal and what must be in place for the administrator to supply, support, develop and implement a solid mentoring program designed to maximize retention.

The principal, as the school instructional leader and managerial authority, plays a critical role in the success of the mentoring program on the campus. However, currently, there is very limited data available on perceptions of the administrator's role in a campus mentoring program from stakeholders in the field. It is imperative that the novice teacher, mentor, and principal understand their individual roles and work collaboratively if mentoring is to offer the support necessary to enhance teacher retention. Information from the data collected and analysis of that data will provide a benchmark for information useful in administrative preparatory programs and other leadership trainings. Findings will contribute to the limited literature regarding campus mentorships and the perceptions of the principal's role in a campus mentoring program by key stakeholders in the process of mentoring novice teachers. In addition, the study findings will help identify "Best Practices" that are based on appropriate and adequate relationships among the principal, novice teacher, and mentor teacher. These "Best Practices" could have significant implications for professional growth among the study constituents and ultimately serve as a positive influence on student success.

Summary

Chapter I identifies teacher attrition as an educational concern in the United States. Global issues that include but are not limited to stress, salary, facilities, teaching assignments, and lack of administrative support were discussed as contributors to teacher

attrition. Mentoring programs were introduced as a positive means of addressing the teacher attrition dilemma. The role of the principal in a campus-based mentoring program was discussed. The purpose of the study and specific research questions were stated. Operational definitions used in the study were presented. Finally, the significance of the study was addressed.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The overarching question of this study is: Do the mentor teacher, novice teacher, and principal perceive the role of the principal in a campus-based mentoring program the same way? The literature review will present information that addresses important considerations that must be analyzed to answer this question. Exploring the key issues around this role perception provides needed background on each member's understanding of mentoring and the principal's role in that program. Issues addressed include:

1. teacher shortage and its impact on education
2. issues that influence teacher attrition
3. the impact of mentoring in novice teacher success
4. the role of the principal in a campus-based mentoring program
5. the preparation of principals as leaders of a campus-based mentoring program.

Teacher Shortage

Teacher Attrition

Where have all the teachers gone? The teacher shortage is well documented. Minarik, Thornton, & Perault (2003), and Kaplan & Owings (2004) report that administrators will have to hire 200,000 teachers annually for the next ten years to meet educational demands in the United States. Their reports suggest that a contributing

factor for this shortage is the result of increasing student enrollments and the increasing numbers of teacher retirements. Ingersoll & Smith (2003) agree that a teacher shortage is currently a concern and will continue to be a challenge but write in their study that teacher attrition is the primary reason we are facing teacher deficits at this time. In Texas, Herbert and Ramsay (2004) report that the number of teachers certified each year increases but the attrition rate and teacher shortage continue to grow. Unfortunately, teacher shortage is not a dilemma limited to the state of Texas. Alarming, training and retaining highly qualified teachers continues to be a concern across the United States.

From a national perspective, nine percent of the United States public school teachers are reported to leave the profession before completing their first year of teaching and more than twenty percent of new teachers leave their positions within three years (Kaplan & Owing, 2004). Further studies show that between one third and one half of all teachers leave the profession within the first 5 years (Ingersoll & Smith, 2003, 2004; Darling-Hammond, 2003; Minarik et al., 2003, Kaplan & Owings, 2004). Alarming, nearly eighteen percent of all teacher candidates never enter the profession at all (Resta, Huling, & Rainwater, 2001).

While teacher attrition affects all schools, the crisis is particularly critical in urban school districts where severe shortages of qualified teachers are typically filled with unlicensed teachers or full-time substitutes (Ingersoll, 1995, 1999). Ingersoll (2001b) refers to the attrition of urban schools as a “revolving door.”

The work of Haberman & Rickards (1999) presents some evidence that new teachers leave urban schools at higher rates than teachers in other schools. They found that in some urban districts one-half of the beginning teachers leave within a three to four year period, in contrast to a five or six year period for all other teachers. Likewise, Ingersoll (2001b) reports that all schools experience an average of 13.2% turnover annually with 6% leaving the teaching profession and over 7% moving to other schools. In poor, urban public schools the turnover is 14.4% with 5.7% leavers and 8.7% movers. Thus, it appears that retaining teachers in urban schools is a challenge with its own set of concerns.

Teacher attrition is far reaching. Teacher attrition statistics are staggering and their effects on the educational system as a whole impact many academically related areas. Among issues of recent concern are the affects of teacher attrition on national, state, and district budgets.

Cost

Teacher attrition has a substantial influence on school finance and creates a heavy burden for school districts. Losing teachers from the profession has had a serious monetary impact on school districts across the nation. The Texas Center for Educational Research in 2000 estimated that an annual turnover rate of 15% which increases to a 40% turnover rate for teachers in their first three years, cost the state \$329 million a year or \$8000 per teacher (Darling-Hammond, 2003). The Texas Association of School Boards and the Texas Association of School Administrators (2000) report that beginning teachers alone, whose turnover rate is higher than the average rate for all teachers, costs

Texas upwards of \$216 million annually. Using a model that estimates cost at 150 percent of a beginning teacher's salary, over \$1.590 billion per year is lost to beginning teacher attrition. Administrative time, professional development dollars, termination costs, recruitment and hiring expenses, and other costly investments must be considered when estimating financial losses. The dollars lost on teacher attrition represent expenditures to education that extend beyond the operation of schools and is an expense that could be better utilized in the education of Texas children and professional development of retained educators.

Financial burdens to the public will remain a concern for all American citizens, but one must look beyond the school budget when considering factors that impact a quality education for all students. Hidden costs to school districts also exist. Is the cost actually the greatest for students themselves, as they pay the price of the teacher attrition dilemma through lowered academic performance?

Student Performance

Perhaps the most critical loss associated with the teacher turnover rate is the ultimate cost to the students. Student performance is negatively impacted by teacher turnover, especially in districts with consistently high turnover rates (Dolton & Newson, 2003). Darling-Hammond (2003) argues that first year teachers are not as effective as their experienced counterparts and that their effectiveness increases only after a few years of teaching. According to Wong (2004b), studies show that students having ineffective teachers for a period of three years do not exhibit the academic gains of those students having effective teachers during the same three-year period. As district and

campus accountability ratings in Texas and other states become increasingly more dependent on student performance, reducing teacher turnover is particularly important.

Inexperienced teachers are often assigned almost exclusively to low-performing schools which means lowest-income students are least likely to have an experienced, fully-qualified teacher and suffer the most in their academic achievement levels (NCTAF, 2003). Substantial research evidence suggests that well-prepared capable teachers have the largest impact on student learning (Darling-Hammond, 2003, Wilson, Floden, & Ferrini-Mundy, 2001). Seventy percent (70%) of the high school principals that are members of The American Association of School Administrators (2001) state that teacher experience has an impact on student achievement. Reducing the turnover rate, thus increasing the number of experienced teachers in the classroom, is a critical step in improving student achievement (Darling-Hammond, 2000b; Antonucci, 1999). From another perspective, studies address the effect on student performance when teachers are not retained.

High rates of teacher turnover create significant decreases in student performance (Bempah, et al., 1994). Ingersoll & Rossi (1995) write that teacher attrition disrupts the effectiveness of schools. A high turnover rate in the teaching profession impedes the development of capable, highly-qualified personnel. Conversely, a small teacher turnover rate allows the school to establish stability and consistency in academic programs, student management, and staff development.

Teacher attrition affects our students, our homes, our communities, and those who govern these entities. Political agendas often address educational issues. Teacher

quality and student success is a teacher attrition concern that has recently gained political attention.

Political Implications

Effects of teacher attrition reach beyond the schoolhouse doors. Higher standards for student performance emerge in most political agendas. Federal and state laws are common by-products of elected promises to raise the bar of academic achievement for students. Most recently, in January 2001, President George W. Bush used the *No Child Left Behind Act* (NCLB Act) as his bipartisan education reform and the cornerstone of his administration. Embedded in the NCLB Act principles and strategies is a provision that mandates all teachers in core subject areas be “highly qualified” by 2005-2006. Few would dispute the assertion that the nation needs to attract the best educators possible to the profession. However, teacher attrition poses challenges to the attainment of this goal.

Reasons for Leaving the Teaching Profession

Statistics and study findings clearly identify the impact of teacher attrition on our school systems today. Teachers leaving the profession result in high costs for everyone involved. Why new teachers are leaving their profession of choice has prompted inquiry and the reports pose important issues that merit attention. Of particular interest is how these factors influence the teacher attrition rate that has been identified as a national educational concern. Most importantly, identifying factors that result in teacher attrition may assist in the development and evaluation of programs that will help reduce the number of qualified teachers leaving the field. Some specific issues identified by

teachers that left the profession are district and campus based. This will be the first of several considerations examined in the body of this literature review.

District and Campus Issues

Although district and campus issues are not the only factors that prompted teachers to leave the profession, they are addressed in several teacher attrition studies. Dolton and van der Klaaw (1995, 1999), Theobald and Gritz (1996), Rickman and Parker (1990), and Stinebrickner (1998) suggest that pay is one indicator that can influence teachers to stay or leave the field. They share in their work that higher pay would keep some teachers in the profession that now leave to seek better paying careers.

Hanushek et al. (2001) suggest that there are potential correlations between working conditions and salary. He and his associates contend that a teaching facility is as much of a factor in teacher attrition as the salary they receive. Inadequate physical facilities or buildings that are not properly maintained can create emotional depression and cause teachers to quit their jobs. Danielson (2002) reported that beginning teachers are often given more challenging teaching assignments and may not even have a room of their own.

The work of Falch and Strom (2003) in Norway echo that salary is not the strongest indicator of teacher attrition and report that student characteristics such as race and achievement, teacher certification issues and school size were more strongly related to teacher mobility than pay. This report suggests that teachers are not traditionally motivated to enter the profession for monetary reasons. Rather, they become

disillusioned with the work when they are not adequately prepared for the diversity and challenges that teaching presents to them.

Similarly, Ingersoll (2001a) reported that surveyed teachers in his study identified salaries, lack of administrative support, lack of student motivation, student discipline, and lack of power to make decisions as reasons to leave teaching. Additional issues that may cause teacher attrition are reported by Mont and Rees (1996). They found that teachers attributed class size, the number of classes taught, student quality, and the percentage of class time spent out of a teacher's certification area as critical correlates for teachers moving out of the profession.

In addition to district and campus issues being identified as possible reasons for teachers to leave the profession, there are studies that pose important questions about the preparedness of the novice teacher. Are our beginning teachers educationally ready for the job?

Educational Issues

The work of Darling-Hammond (2000a) has studied teacher attrition from a different perspective. Her work examines the correlation of educational preparation to teacher attrition. This issue has prompted particular interest in recent years as more classrooms are being filled with alternatively certified teachers in lieu of teachers that have completed a university designed educational program. Darling-Hammond reported to the National Commission on Teaching and America's Future (1999) that eighty-four percent of those teachers with a subject-matter BA and a MA in teaching were still teaching after three years, compared to fifty-three percent of those with a four-year

degree only (whether in a subject-matter field or in education), and only thirty-four percent who had attended a short-term alternative certification program in addition to a BA. This might suggest that less formal university preparation leads to early teacher attrition. Participating in a strong educational preparatory program may assist novice teachers as they contend with other personal issues that challenge their success in the classroom.

Personal Issues

Kyriacou (1989, 2001) identified stress resulting from tension, frustration, anxiety, anger and depression as factors related to working conditions that affect teacher attrition. Cox and Griffiths (1995) revealed in their work that twenty-five to thirty-three percent of teachers suffered significantly from stress and concluded that it was a major factor influencing teacher attrition. According to Zimmerman and Stansbury (2002), the first few years of teaching are stressful to beginning teachers as they face the challenges of adapting to a new workplace and new colleagues, as they experience isolation in being sequestered in their individual classrooms, and have very little free time because of the need to meet all of their assigned responsibilities. Specifically, Gray and Gray (1985) state that new teachers do not seek help unless required to do so. Huling-Austin (1988) noted that teaching is one of the few, if not the only profession, in which beginners are expected to assume full responsibilities the first day on the job. Perhaps the statement that best portrays the frustration of many novice teachers comes from a study by Halford (1998) which states that education has been coined “the profession that eats its young” (p.33).

If we are to reduce the teacher attrition rate, this feeling of helplessness on the part of the novice teacher must be addressed. As the instructional and managerial leader on the campus, the principal must rise to the occasion and take charge. Are they the lifeguard that is addressing the needs for our drowning novice teachers?

Administrative Support

Recent studies have examined possible factors that contribute to the frustration and stress of teachers. Substantial research by Ballinger (2000), Fredericks (2001), Ingersoll (2001a), Lucksinger (2000), National Commission on Teaching and America's Future (1996), and Shen (1997) identify inadequate induction and lack of principal support as a leading cause of premature voluntary departure of teachers from education. In addition, the National Governors Association (NGA) Center for Best Practices (2002) reports that new teachers decide to leave the teaching profession, in part, due to lack of administrative support.

In a study by Ax, Conderman, and Stephens (2001), the authors, in search of reasons for premature departure, surveyed special education teachers that left the teaching profession. They found that 42% of surveyed respondents cited the lack of administrative support as central to their decision to leave the teaching field. It was noted in the study that principals can reduce a teacher's desire to leave by demonstrating that they understand the daily realities of teachers' work, thus providing the individualized support needed to reduce teachers' feelings of isolation, exhaustion, and burnout.

In similar studies (Cross & Billingsley 1994; McManus & Kauffman 1991; Westling & Whitten 1996), lack of administrative support and guidance were cited as

significant factors contributing to the high attrition rate in the field of education. They write that a particularly important facet of support for teachers is the involvement of the principal and members of the administrative team. Furthermore, they note that the principal's leadership in creating an atmosphere of empowerment and safety were factors that made an impact on the teacher's intent to remain in the teaching profession.

Ballinger (2000) identifies teacher retention as a serious concern nationwide. He states that administrators must offer improved support if teachers are to be retained in the profession. The principal plays a critical role in determining both the quantity and quality of support that beginning teachers receive (Brock & Grady, 1998; Gold, 1996; Hope, 1999).

These studies focus on the intricate role that administrators must play in teacher induction programs. They must provide on-going support and challenge to make a difference in the current teacher attrition trends.

While teacher salaries, campus facilities, and district policies present issues that impose limitations on practitioners in the field, the identification of school climate, stress, inadequate communication and lack of administrative support as major contributors to teacher attrition is critical. Consideration of how these issues can be appropriately and significantly addressed is key in the reduction of the teacher attrition dilemma. As we examine the literature, mentoring the novice teacher is one area that has gained much attention in the pursuit to retain qualified teachers in the profession.

Mentoring and Teacher Retention

Identification of stress, insufficient and unclear communication, and inadequate administrative support have been identified as factors that increase the likelihood of novice teachers to leave the profession. Educators and researchers suggest that one way to assist the novice teacher with these concerns is to provide support and guidance through mentoring programs. It is important to define and describe the act of mentoring to thoroughly understand the implications of these programs.

Mentoring

The act of mentoring is a “sustained relationship between a novice and an expert (Podsen & Denmark, 2000). Ashburn et al (1987) defined mentoring as the “establishment of a personal relationship for the purpose of professional instruction and guidance” (p.1). Lester (1981) indicates that mentoring is an important activity that allows adults to learn through a highly individualized approach and in an experiential fashion. A successful mentoring partnership is achieved when a close relationship between two people allows the mentor to guide and assist the novice to a level of personal and professional excellence not gained previously. Anderson and Shannon (1988) define mentoring as “a nurturing process in which a more skilled or more experienced person serves as a role model, teacher, sponsor, encourager, counselor, and friend to a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (p. 40).

The first years of teaching are critical for success and long-term retention in the profession. Regardless of how strong the preparation and field experience may have been, new teachers often feel isolated, unequipped to handle unfamiliar issues, and frustrated with overwhelming educational tasks that arise. Odell and Ferraro (1992) write that among the approaches to support, develop, and maintain new teachers, peer mentoring shows particular promise in making a decisive difference in whether a new teacher continues in the profession. Huling-Austin (1992) agrees by stating that experienced teacher mentors can help teachers survive “the shock of classroom reality.” Support for new teachers is a top priority in schools today and teacher mentoring is a major part of that support (Fideler & Haselkorn, 1999; Scherer, 1999).

Mentoring programs and the act of mentoring are only as effective as those that serve as the mentor. Understanding the role of the mentor and the influence of the mentor on novice teachers is a key component in the success of the novice teacher.

The Mentor

Utilization of mentoring relationships to enhance orientation and transition for novice teachers is not a new concept. The idea of having an experienced professional, the mentor, assist as a wise guide to a novice dates back to Homer’s *Odyssey*. Mentor was the teacher entrusted by Odysseus to tutor his son, Telemachus. Based on the literary description by Homer, we have constructed the image of a mentor as the wise and patient counselor who serves to shape and guide the lives of less experienced colleagues.

The role and/or definition of a “mentor” is identified in the literature. Wasden (1988) defines mentor as follows:

The mentor is a master at providing opportunities for growth of others by identifying situations and events which contribute knowledge and experience to the life of a mentee. Opportunities are not happenstance; they must be thoughtfully designed and organized into logical sequence. Sometimes hazards are attached to opportunity. The mentor takes great pain to help the mentee recognize and negotiate dangerous situations. In doing all this, the mentor has an opportunity for growth through service, which is the highest form of leadership. (p.3)

Shelton et al. (1991) defined a mentor as one “who counsels and guides protégés in their professional journey” (p.24) while Calabrese (2000) identifies the mentor as a person interested in the professional growth of an individual by coaching, guiding, counseling, and providing that individual with access to professional paths, networks, and viable relationships. Similarly, Dodgson (1986) says that a mentor is a “trusted and experienced counselor who influenced the career development of an associate in a warm, caring and helping relationship” (p. 29-30).

Mentors hold the key that novices need to unlock their professional expertise. (Barnett, 1995). However, as noted in the research of Kyle, Moore, and Sanders (1999), it is important that mentors participate in professional development to learn about the mentoring process and what is expected of them before assuming their duties. The mere presence of a mentor is not enough; the mentor’s knowledge of how to support a new

teacher and skill at providing guidance are also crucial. By embodying the philosophy and qualities of a “cognitive coach,” mentors become the catalysts for developing expertise in reflective thinking, cognitive development, and problem solving with the novice with whom they work (Barnett, 1995).

Educational literature often describes benefits of the mentor’s work with novice teachers. However, facilitators of mentoring programs and researchers are recognizing and publishing works acknowledging that mentors also derive substantial benefits from the mentoring experience (Resta, Huling, White & Matschek, 1997; David, 2000; Holloway, 2001).

As the mentor assists the novice teacher, they too improve their own professional competency (Gordon & Maxey, 2000). The quality of teaching by mentors improves through the mentoring experience (Yosha, 1991). Mentors benefit by applying cognitive coaching skills with their own students such as listening, asking inquisitive questions, providing non-judgmental feedback, and reassessing their classroom management (Clinard & Ariav, 1998). In addition, mentors report that working with beginning teachers is a source of new ideas about curriculum and instruction (Ganser, 1997). As mentors work with novice teachers, it is reported that their own reflective practice skills are improved (Ganser, 1997), they deepen their teaching sensitivity and skills (Tomlinson, 1995), experience professional renewal (Ford & Parsons, 2000; Steffey, Wolfe, Pasch, & Enz, 2000), and enhance their own self-esteem (Wollman-Bonilla, 1997). Additionally, a study by Freiberg, Zbikowski, and Ganser (1996), reports that mentor teachers revealed that they felt a sense of increased confidence and maturity in

dealing with other adults, a more clearly defined set of beliefs about teaching and curriculum, and more objectivity in reflecting on their own teaching as a result of mentoring.

Although there is not one cast that would mold the perfect mentor, some specific attributes have been identified throughout the literature that identify qualities of a good mentor. James Rowley (1999) notes the following as six basic but essential qualities for a successful mentor. The good mentor is:

- committed to the role of mentoring
- skilled at providing instructional support
- effective in different interpersonal contexts
- a model of a continuous learner
- a communicator of hope and optimism
- accepting of the beginning teacher.

Utilizing the skills of a trained mentor and understanding that the act of mentoring is more than offering lesson plans, assisting with the copy machine, and sharing bus duties, are key components in the development of an effective mentoring program. One must understand the complexity of establishing and maintaining an effective mentoring program if it is to be an effective measure to help in the reduction of teachers leaving the profession.

Mentoring Programs

Currently, a national trend for school districts to establish mentoring or induction programs may address the teacher retention crisis. Public school officials agree that new

teachers should receive support, but the mentoring and induction programs vary and produce mixed results. Wong (2004a) reports several school districts with successful induction programs. Wong (2004b) also cautions against mentoring as a “stand alone method” (p. 108), describing studies that find it ineffective as a means to retain teachers if mentoring is not appropriately infused into the campus program through qualified personnel. Ingersoll and Smith (2004) find some mentoring programs to be effective, some to be ineffective, and argue “that the mere presence of a mentor is not enough” (p.38).

An effective mentoring program is a must in an organization that is committed to growing, nurturing and keeping their own talent (Kaye & Jacobson, 1996). When a mentoring program is properly developed and carefully monitored, it is a powerful tool that may be used to bring about more effective school practice (Daresh & Playko, 1990). As Christine Hegstad (1999) indicates, the benefits of mentoring are both career-related and psychosocial.

Danielson (1999) found that effective mentoring helped novice teachers face their new challenges and improve their teaching practices as they assume full responsibility for a class. The National Association of State Boards of Education (1998) writes that well-designed mentoring programs lower the attrition rates of new teachers. Mentoring programs, if properly developed, can identify novice teacher needs and professionally assist them in developing skills to meet their needs. Developmental growth of the novice teacher with the assistance of a trained mentor promotes continued professional development and sustained efficiency in the classroom. This is echoed in

the work of Newhall et al (1994) that says that effective mentoring programs can lower the attrition rate for new teachers and significantly facilitate their induction into the profession. In a study of new teachers by Gold (1999) in New Jersey, it was reported that first-year attrition rates of teachers trained in a traditional college program without mentoring was 18%, whereas the attrition rate of first-year teachers whose induction program included mentoring was 5%.

In the writings of Ballinger (2000), the author addresses the teacher shortage and states that improved teacher support by administrators must be offered if teachers are to remain in the profession. He writes further that mentor programs should play a key role in staff retention.

Reiman and Sprinthall (1998) write that effective mentoring programs are formal and organized. They are more than principals assigning novice teachers a buddy to answer managerial questions or serve as a lunch companion. Identifying programs of this nature as mentoring programs is inappropriate and misleading.

Ballinger (2000) cites multiple mentoring programs that he considers well established and “quite comprehensive”. These programs include sites in Albuquerque, New Mexico, Cincinnati, Ohio, Rochester, New York, and Louisville, Kentucky. He believes that these programs and others like them are successful in retaining teachers because they are multi-year programs, assisted by trained administrators and mentors and include evaluations linked to district and state standards.

The state of North Carolina has been a pioneer in the establishment of mentoring programs for novice teachers. Novice teacher mentoring is a mandate of the state that

was initiated in 1978. Since that time, numerous collaborative efforts have emerged to strengthen novice teacher support. The North Carolina State University Model Clinical Teaching Program (NCSUCTP) is one example of a program that was developed to meet the needs of novice teachers. The NCSUCTP, through university coursework, develops cadres of skilled mentor trainers through a “trainer of trainer” model. These trained mentor teachers help establish mentoring programs in school districts that challenge and support novice teachers. Additionally, in 1997, legislation funded an improved state mentor training process, a three day orientation for new teachers and a 3 year induction period with a fourth year of probation to earn a teaching license.

The New Teacher Project at the University of California in Santa Cruz is also an acclaimed successful mentoring program. In this program, mentors are released from teaching and work full-time for three years with beginning teachers. Trained teachers work with their new colleagues doing demonstration lessons, perform observations and assessments, help mediate situations with parents and administrators and provide emotional support. This mentoring program is credited with the retention of over 90% of the 2000 novice teachers they worked with (Ballinger, 2000).

In his work, Ganser (2002), writes, “With an effective and successful new teacher mentor program, everyone wins: the new teachers served by the program, their mentors, school and district administrators, the other members of the school community, and especially the children.” By providing novice teachers with the support that they need and deserve, the entire educational organization is able to better serve the students they teach. Novice teachers gain confidence in their teaching and management skills,

the mentor grows professionally, the administrators are afforded more time to address instructional needs of the campus, and students are more likely to be academically successful.

Successful mentoring programs appear to share certain characteristics. Although program characteristics may use different terminology from publication to publication, most include a composite of specific components that must be addressed. The National Foundation for the Improvement of Education report (1999) offers the following as guidelines for discussion and planning of a successful mentoring program:

- Develop the climate, context, and structure for effective mentoring – Ensure that all stakeholders are actively involved in its planning and implementation.
- Create time for mentoring – Address proximity of mentors to novice teachers, ratio of mentors to new teachers, and determination of part or full time mentoring responsibilities.
- Maintain confidentiality – Develop mutually agreed upon policies designed to maintain the integrity of the mentoring relationship according to high standards of professionalism.
- Consider teacher placement – Be cautious about placing novice teachers in the most challenging classrooms.
- Select mentors carefully – Consider attitude and character, professional competence and experience, communication skills, and interpersonal skill when selecting a mentor.

- Match novice teachers with veteran teachers carefully.
Be creative when matching novice teachers and mentors.
Remember that the best match doesn't always teach the same grade level and/or subject, is located in the same wing of the building, and have identical personalities.
- Consider incentives – Create conditions that lead to success. These could include reduced or modified course loads, increased governance in the mentoring program, and per diem payment for summer training.
- Offer mentor training and support - Provide on-going training for mentors and program stakeholders.
- Consider the content - Do not assume that the needs of novice teachers are static. Address individual needs of the novice teacher.
Work with the novice teacher to determine what level of assistance to provide and when to appropriately provide it.
Address cultural issues in a substantive and rigorous way.
- Evaluate the program - Document results so that appropriate modifications can be made and investments can be justified.

The work of Alan Reiman and Thies-Sprintall (1998) would agree that successful mentoring programs include active participation, support and challenge, continuity, and reflection as noted in the National Foundation for the Improvement of Education report guidelines outlined above. However, their developmental approach to

adult learning includes the need for both formal and informal reflection during the growth process. Reiman and Thies-Sprintall note the importance of a balance of both types of reflection during the growth process.

It has been established in the literature that mentoring programs can and do make positive differences for the novice teacher if they are research based and appropriately implemented. It is important to define and describe the act of mentoring to thoroughly understand the potential powerful impact of effective programs.

The literature clearly recognizes that mentor programs and mentoring relationships are potential avenues for novice teacher success. Too, the literature notes that mentor teacher professional growth is a critical piece regarding teacher retention and student success. However, a mentoring program, regardless of its meticulous design, may show little results if it is not guided and supported by the district and campus administration. Where does the mentor go for support? Who does the mentor seek for leadership?

The Principal and Mentoring

Role of Principal

With supporting evidence that teacher attrition and retention are critical issues facing schools across the nation, one must turn their attention to professionals in the field that could have significant impact on this alarming dilemma. Although not the sole influence, the principal serves as a pivotal individual in the success of the novice teacher at the campus level and the success of mentoring programs that serve novice educators at the school level.

The literature has clearly identified mentoring programs as a source of addressing novice teacher needs. However, few program designers have sufficiently articulated the leadership roles that school principals should play in such programs. Understanding the principal's role in a campus-based mentoring program and the principal's influence on the success of a campus-based mentoring program are both issues that warrant further investigation regarding successful mentoring opportunities for novice teachers.

Fredricks (2001) writes that although many teachers are frustrated by poor salaries and working conditions, the real deciding factor for whether a teacher stays or goes is the administration. He states that administrators set the tone for a school's learning and working environment, and a principal can make or break a school. Understanding the influence of the principal in the success of campus programs, including mentoring of novice teachers, is a key and critical component when designing support mechanisms for teachers.

Rosenholtz (1989) says that teacher values, beliefs, and actions are shaped by the structures, policies, and traditions of their workplace. To the extent that the school principal is the individual that manipulates and controls bureaucratic structures, interprets and enforces policy, and has a dominant role in the shaping of shared values and beliefs that influence the school social organization, he/she is capable of creating the conditions necessary to implement an effective teacher mentoring program. However, it is critical that on-going support is present from the school principal. Sporadic signs of interest and/or leadership from the campus principal regarding involvement in a campus-

based mentoring program is not sufficient. Such behavior may lead campus personnel to believe the mentoring program is not a critical component in the overall success of the novice teachers that it targets.

Although no single program design can be implemented in all situations, the school principal must provide strong leadership regardless of the structure of the mentoring program (Brock & Grady 1998). School principals must begin to focus on the fundamental reasons for being educational leaders, their core values and beliefs about teaching and learning, and their visions for changing and improving education. These elements affect a program's design, its implementation, and its success or failure. Furthermore, principals must create the conditions and design for an effective mentoring program, select, train, and support mentors, and continually evaluate and revise their programs based on feedback from mentors and their protégés.

DePaul (2000) states that principals must make a new teacher support program a priority and take the lead in developing a formal mentoring program. Likewise, Halford (1999) writes, "Mentoring programs should have administrative support..." As the instructional leader on a campus, the principal has the authority and responsibility to make decisions that will enhance the success of its professional personnel. Mentoring is one opportunity to address this need.

Kaplan and Owings (2004) state that principals have a leadership role in bringing beginning teachers to professional maturity. One way to accomplish this goal is to be actively engaged in the development and support of a mentoring program for novice teachers.

In agreement with other colleagues that recognize the principal as a key figure in successful campus mentoring programs, Bercik (1994) states that the principal's work with the establishment and support of a mentoring program falls within the principal's function as a school's educational leader.

Ganser (2001) writes that mentoring programs are often a major part of new teachers' orientation. The success of these programs depends on the principal's active support. A typical weakness of many mentor programs is that the only people who really know about the program are the mentors and their mentees. Principals can offset this weakness by disseminating quality information about the mentor program wherever appropriate, and in so doing actively demonstrate their support of the program. As the principal shares information about the mentoring program, intended goals and operating procedures of the program are understood. Too, showcasing the program is an example of the school's commitment to supporting new teachers and minimizing a painful "sink or swim" entry into teaching that serves neither beginning teachers or their students (Ganser, 2002).

A quality mentoring program can be designed to achieve a variety of purposes, but leadership makes all the difference. The campus principal must be knowledgeable of mentoring practices, actively support the mentoring program on the campus by providing time for mentoring activities, and offer on-going developmental opportunities for the novice teacher and mentor. Clearly, the more expectations there are for mentoring programs to produce "results," the more resources and administrative supervision required, and the greater the dependence on research and best practiced

needed to achieve the desired results (Sweeney, 1998). Teachers must be provided with opportunities to learn and grow with the support of veteran colleagues. For this to happen effectively, principals must model and sanction the goals of the mentoring programs (Sweeney, 1998).

Principals need to understand that creating a structure that allows experienced teachers to work with novice teachers will ultimately benefit the students of both novices and mentors, and the overall organization will be stronger as a result of the increased capacity of teachers serving as mentors (Huling & Resta, 2001). Unfortunately, many times the principal addresses master schedule challenges, pull-out program demands, and student/parent course offering requests as more important issues than addressing mentor and mentee needs. This is particularly likely if the principal is not grounded in the benefits of a strong mentoring program.

Whereas the literature addresses the importance of the principal's role in mentoring novice teachers and thus potentially impacting the retention of new teachers, it is important to consider the obstacles that may interfere with the principal successfully working in the area of teacher mentoring. Does the principal clearly understand the administrator's role in a mentoring program? Does the principal define the administrator's role to stakeholders on the campus? Does the novice teacher and mentor teacher perceive the role of the principal in a mentoring program the same way as the principal? Do administrative preparatory programs address these and related mentorship issues?

Principal Preparation and Mentoring

Educational literature has documented that the school principal is key to school improvement. However, the school administrator of the 21st century is being called on to do more than just supervise their schools – they must lead in redesigning them. Today, the era of accountability, school leaders are expected to demonstrate bottom-line results and use data to drive decisions. The expectation is that their decisions will improve student performance. This requires knowledge of curriculum and instruction, personnel, finance, community relations, school law, special programs, accountability issues at the local, state, and federal level, and technology. How well the principal can effectively address this menu of issues will influence the hiring, supporting and retaining of quality teachers.

A critical question is whether or not principals are adequately prepared to assume the demanding role they are charged with. Are principal programs adequately preparing school leaders for the challenges they face? Are principals being trained to attract and retain highly qualified teachers? Is the administrator's role in mentoring being addressed in preparatory programs?

Given the increasing demands on school leaders, the question of what candidates are actually being taught in principal preparation programs has taken on heightened significance. An array of scholars has asked whether traditional approaches to preparing and licensing principals are sufficient (Elmore 2000; Hess 2003; Murphy 2001; Tucker 2003)

Administrative Preparatory Program Review

Inquiries regarding administrative preparation pose critical questions about meeting the needs of future educational leaders. Leading authorities have stated that the overall landscape of educational administration research is “considerably bleaker than most would prefer” (Murphy & Vriesenga, 2004). Specifically, educational administration scholars have termed the body of research on administrator preparation “scant” (Lashway, 2002). Nevertheless, existing studies cite issues and responses that may be helpful in addressing the needs of a changing role for principals of this time.

Leaders of the University Council for Education Administration have stated that “in order to build programs that support leadership for learning – we must rethink and revise our practice in several areas” (Young & Kochan 2004). Theodore Kowalski (2004), a scholar of educational administration, recommends “substantial reforms in administrator preparation, program accreditation, and state licensing standards”. Hallinger and Bridges (1997) charge that administrative preparation programs remain under attack for being too theoretical or insufficiently rigorous.

A report by the Southern Regional Education Board (2003) agrees that principal program reforms are critical and cautions:

Redesigning leadership preparation programs does not mean simply rearranging old courses – as staff at some universities and leadership academies are inclined to do. True redesign requires a new curriculum framework and new courses aimed at producing principals who can lead

schools of excellence. (p. 7)

Few existing programs offer courses that address mentoring programs and/or the role of the campus administrator in the development and support of campus mentoring programs. The recommendations to redesign principal preparatory programs is an opportunity to include valuable information regarding effective mentoring programs and the principal's role in these programs.

In a recent report that surveyed campus administrators regarding their administrative preparation (Farkas, et al. 2003), principals themselves agree that they need to be more effectively prepared for their job. Ninety-six percent of principals in the study said that on-the-job experiences or guidance from colleagues was more helpful in preparing them for their position than their graduate school studies. In the same study, sixty-seven percent of the principal respondents reported that "typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today's school districts".

Preparing students for the world of tomorrow demands evaluation and potential changes today. The campus principal must lead the way for these changes and universities must prepare the administrators to be effective change masters. Are our universities in touch with real world issues at the campus level? Are our universities addressing program needs like mentoring as a part of their preparatory program for principal.

Recognizing the Need for Reform

It has been suggested through cited educational literature that principal preparatory programs merit review in light of the changing roles of campus administrators today. John Daresh (1997) suggests that transformation in administrator preparation programs include adult learning principles, reflective activities, coherent, integrated curricula, cohorts, authentic assessment, opportunities for clinical learning, and mentoring. Kenneth Leithwood (1995) in conjunction with the Danforth Foundation reports that universities providing programs that stress reflection, collaboration, and active problem-solving are more successful in creating leaders that are successful in the workplace. Preparing principals in these skills would help address issues such as novice teacher needs and mentor teacher professional development.

A 2003 article in *Education Week* by Frederick Hess states that despite localized principal shortages, the problem is not a lack of warm bodies; it is a need for leaders with skills, training, and knowledge essential to 21st- century schooling. He writes that being able to mentor is among a list of skills that are typically overlooked during the administrative training process.

Education officials in Louisiana are addressing their dissatisfaction with administrative preparation programs by demanding immediate reform. All of the education schools were given until the summer of 2005 to update their administrator-preparation programs or face having them “decommissioned,” so their degrees would no longer qualify candidates for a state license (Archer, 2005). Demanding a review of existing administrative preparatory programs is an opportunity to refocus on modern

issues. Supporting evidence in the literature by Daresh (1997), Leithwood (1995), and Hess (2003), would include the need for mentoring skills as a part of the new curriculum design.

The Southern Regional Education Board recognizes the need to revisit traditional administrative preparatory programs and states in its *Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals* report (2003) that states and local leaders must recalibrate preparation programs. The report emphasizes the need to look beyond revamped standards and consider innovative strategies that will bring about real change. The Board has established a leadership development network that enlists universities that are committed to change. University members in the network agree to:

- Establish an advisory board that includes stakeholders outside the university that meet regularly to help design a program
- Plan learning experiences in which leadership candidates apply research-based knowledge to solve real school problems and engage in well-planned internships
- Create a program that can be customized for students
- Provide faculty, educators and others with broad, research-based knowledge and emphasize school-based learning
- Contribute staff time and expertise to design, develop and field-test leadership training modules that address real problems for

principals

- Provide faculty with the time needed to conduct research in schools
- Realign the advancement and reward system for faculty to accept their work in schools as part of tenure and promotion requirements
- Join with school districts in developing a process to identify people with demonstrated leadership ability, knowledge of curriculum and instruction, and proven records of high performance
- Allocate additional time, resources and staffing to coordinate, develop and implement a new curriculum for preparing school leaders and
- Solicit waivers from state agencies as needed to address certification issues that are barriers to the preparation of future school leaders.

The Southern Regional Education Board (2003) report cites East Tennessee State University, Oklahoma State University, University of North Texas, and Delaware State Department of Education as institutions within the network that exhibit “promising practices.”

The wheels of change churn slowly. Although there are scattered examples of reform, an examination of the literature in the area of administrative preparatory reform that include development of mentoring skills reveals a more somber and limiting picture.

Traditional Administrative Preparatory Programs

A four-year study by Arthur Levine (2005), president of Teachers College at Columbia University, assessed the quality of educational administrative programs.

Responses from a survey of practicing principals, school deans, chairs, faculty, alumni, and case studies of 25 school leadership programs were examined. Levine concluded that “the majority of [educational administration] programs range from inadequate to appalling, even at some of the country’s leading universities”. He writes that the typical course of studies required of principal candidates was disconnected from the realities of school leadership.

A recent study on administrative preparatory programs was conducted by Frederick Hess and Andrew Kelly (2004). The content of instruction at a stratified sample of the nation’s principal preparation programs was examined. Included in the study were programs training the most candidates, the programs regarded as the most prestigious, and programs coined as typical. 56 programs were surveyed and at least four “core” course syllabi from 31 programs met systematic coding criteria used for this study. This resulted in a total of 210 syllabi that yielded 2,424 total course weeks.

While syllabi cannot convey the tone of classroom instruction, they enumerate what topics professors will cover and what students will read. They reveal structure and design.

The researchers gauged the emphasis of each lesson and coded each into one of seven areas of principal competency. Within each area, the various lessons were coded based on their primary focus.

The study revealed only fifteen percent of instructional time was used to address personnel issues. This included the hiring process, recruitment, selection, interviewing, employee motivation, teacher evaluation, conflict management, and retention practices.

Only eleven percent of the managing personnel course weeks addressed the various facets of the hiring process: recruitment, selection, interviewing, and placement. Some programs paid no attention to recruitment, selection, or placement. In all, sixty-eight percent covered the hiring process only once or not at all in the syllabi that were coded. Mentoring was categorized under the personnel heading for this study. Therefore, it is revealing that teaching future administrators of the need and process of mentoring to novice teachers was lacking at best. Without mentoring skills to help principals keep our most promising teacher hires, the revolving door just keeps swinging.

These statistics become increasingly important as one considers the federal mandates to hire “highly qualified” teachers. Highly qualified teachers, as defined in the No Child Left Behind Act (2001), includes that each teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and holds a license to teach in such state. In addition, once a highly qualified teacher is hired, where are the skills taught to mentor the novice teacher so that the likelihood of retention is increased?

Summary

The review of literature related to the teacher shortage and its impact on education, issues that influence teacher attrition, the relationship between mentoring and teacher retention, the role of the principal in a campus-based mentoring program, and the preparation of principals as leaders of a campus-based mentoring program has been presented in this chapter.

The literature is convincing that teachers are leaving the profession in record numbers (Kaplan & Owing, 2004). Repercussions of teacher attrition include financial burdens to school districts (Darling-Hammond, 2003), negative student performance (Dolton & Newson, 2003), and targets schools as agenda items in political arenas (NCLB, 2001).

Research identifies a variety of reasons for teacher attrition that include working conditions (Hanushek et al, 2001), pay (Dolton & van der Klaaw, 1995, 1999), class sizes (Mont & Rees, 1996), and student discipline (Ingersoll, 2001a). A study by Darling-Hammond (2000c) also suggests that lack of appropriate educational preparation is a contributing factor to early attrition while Kyriacou (1989, 2001) and Cox and Griffiths (1995) indicate that stress is a major factor for teachers to leave the educational field. However, there is substantial evidence that lack of administrative support serves as a leading contributor to teachers leaving the profession ((Ballinger, 2000; Fredericks 2001; Ingersoll 2001a; Lucksinger, 2000; National Commission on Teaching and America's Future, 1996; & Shen, 1997).

Recognizing the importance of administrative support in teacher retention, attention was focused on measures that can speak to this issue. Mentoring programs were recognized in the literature as effective means to address teacher attrition (Daresh & Playko, 1990; The National Association of State Boards of Education, 1998; Newhall et al, 1994; Ballinger, 2000; Ganser, 2002). It was noted that effective mentoring programs must employ identified tenets (The National Foundation for the Improvement of Education, 1999) that are formal and organized (Reiman & Sprinthall, 1998).

The act of mentoring was described and defined from a variety of perspectives (Podsén & Denmark, 2000; Ashburn et al , 1987; Lester, 1981; Anderson & Shannon, 1988). The importance of mentoring in the success of the novice teacher was identified (Odell & Ferraro, 1992).

Having a personal relationship with a mentor has been associated with success in a variety of human endeavors. In academia, it helps unlock professional expertise (Barnett, 1995), improves the quality of teaching (Yosha, 1991), and helps the novice teacher survive the shock of classroom reality (Huling-Austin, 1992). The role of the mentor (Wasden, 1988; Shelton et al , 1991; Calabrese, 2000, Dodgson, 1986), influences of a mentor on the success of a novice teacher (Barnett, 1995), and responsibilities of the mentor (Kyle, Moore, & Sanders, 1999) were examined. Basic qualities for being a successful mentor as proposed by James Rowley (1999) were identified.

The literature also recognizes that the mentor receives substantial benefits from the mentoring experience (Resta, Huling, White & Matsched, 1997; David, 2000; Holloway, 2001). These benefits include an increase in reflective skills (Ganser, 1997), a deepened sensitivity to teaching (Tomlinson, 1995); professional renewal (Ford and Parsons, 2000; Steffey, Wolfe, Pasch, & Enz, 2000); and increased confidence and maturity in dealing with other adults (Zbikowski & Ganser, 1996).

The principal was introduced as the pivotal and critical individual in the success of the novice teacher on the campus level and instrumental in the success of mentoring programs at the school level. The campus principal must provide support (Brock &

Grady, 1998), make mentoring programs a priority (DePaul, 2000), be actively engaged in the development of the mentoring program (Kaplan & Owings, 2004), and exhibit the principal's responsibility as a educational leader through mentoring support (Bercik, 1994). The principal's participation in a campus-based mentoring programs serves as a role model for teachers (Sweeney, 1998) and provides overall strength to the educational organization (Huling & Resta, 2001). Fredericks (2001) writes that although teachers may be influenced by factors like salary and working conditions, the real deciding factor for whether a teacher stays or goes is the administration. Mentoring programs is a key and critical principal responsibility when designing support mechanisms for teachers.

The literature is clear that the principal of today is vastly different than the principal of yesterday. Recognizing the importance of the principal's role in a campus mentoring program posed questions regarding how well the principal is being prepared to fulfill that role once he/she is in a leadership position.

It was noted that reforms were needed to adequately address the new demands of principals in the 21st century (Hallinger & Bridges, 1997; Young & Kochan, 2004; Kowalski, 2004; Southern Regional Education Board, 2003; Farkas et al, 2003). Work by Hess (2003), Leithwood (1995), and Daresh (1997) cite reflective skills, collaboration skills, problem-solving techniques, and mentoring skills as components that must be addressed in principal program reform. However, it was noted that recognition of the need for reform is only the precursor to change itself. Little progress nationwide is evidenced in the literature regarding systemic reform in administrative preparatory programs to date.

A study by the Southern Regional Education Board to establish administrative reform in university programs is one effort that is cited in the research. The establishment of an educational network of universities committed to redesigning preparatory programs was identified and guidelines for reform were outlined by the Board.

Lastly, studies of existing principal preparatory programs were examined to see if traditional approaches to preparing principals to meet today's challenges are sufficiently addressed. Young and Kochan (2004), Theodore Kowalski (2004) Hallinger and Bridges (1997) the Southern Regional Education Board (2003), Farkas, et al (2003), Levine (2005) and others identified within the body of the chapter would argue that administrative preparatory programs are insufficient and do not meet the needs of the campus administrator of today. The principal of today needs mentoring skills and is not being taught these skills in most university administrative preparatory programs.

Reflection of the information provided through the review of literature clearly ties effective mentoring programs to teacher retention. It also links the role of the principal to the success of a campus-based mentoring program. These two premises challenge us to consider why teachers continue to leave the profession and present the framework for the study presented in this dissertation.

CHAPTER III

METHODOLOGY

Introduction

This chapter discusses the methodology employed in the study. In addition, the study's research questions are identified, assumptions are listed, limitations of the study are identified, the population in the study is described, the procedures used to conduct the research, the method of data collection, and the data analysis methodology are presented.

Statement of Purpose

The purpose of this study is to examine the congruency of perceptions among the principal, novice teacher, and mentor teacher regarding the role of the principal in supporting mentoring programs at the campus level. The relationship between the principal's perception of their role in a mentoring program and the teacher retention rate at their schools will be studied. Additionally, the study is to explore the readiness of principals to serve in a leadership role in the development and implementation of a campus mentoring program.

Background

High teacher turnover rates in urban school districts in the southeastern part of the United States and across the nation have prompted research regarding teacher retention. According to one estimate, between 1.7 million and 2.7 million new public school teachers will be needed by the 2008 – 2009 school year (U. S. Department of Education, 1999). How do we attract and keep highly qualified teachers?

In an effort to retain teachers in the profession, especially during the first few years of teaching, when attrition is high, induction programs have been implemented across the nation to provide support to beginning teachers. The depth and complexity of the induction programs varied widely and gained national attention in the late 1980s (Huling-Austin, 1990).

Induction programs have been mandated in Texas public schools since 1991. The Texas Education Code 13.038, *Teacher Induction*, established in 1991, required an induction year for all new Texas teachers (Texas Education Code, 1994). The Texas Education Code specified that the induction year contain new teacher orientation and assignment of a mentor for each new teacher (Advisory Committee on Teacher Induction, 1989). No funding was appropriated to establish these induction programs and districts were responsible for conducting mentor training out of their own budgets.

Although a mentoring manual, *Mentoring Frameworks for Texas Teachers* (Texas Education Agency, 1993) was prepared as an informal guide to assist districts in the development of mentoring programs, no formal mentoring model was mandated by the state of Texas to address the teacher attrition problem. Additionally, no funding was appropriated for implementation of mentoring programs, and no formal consequences by the state if district mentoring programs did not meet retention expectations were put in place. With these issues, it is easy to understand the lack of mentor program congruency.

Southeastern Urban ISD Mentoring Programs

An examination of mentoring programs implemented by the Southeastern Urban School District (SUSD) since the state mandate thirteen years ago shows no formal

district-wide program on record. However, a “new teacher academy” has been in place in the SUSD for the past 5 years. New teachers to the SUSD, regardless of the number of years that a teacher may have taught in another school district, are required to attend three-day orientation sessions the week before school begins. District teachers and support staff members teach the academy sessions. The sessions include a review of the lesson cycle, discipline management techniques, student motivation strategies, orientation to the SUSD curriculum management system, and an overview of legal and local policies selected by the presenters.

New teachers to the district and to the profession are each assigned a veteran teacher that is identified as the new teacher’s mentor. The mentor teacher is selected by the campus principal. The new teacher and the assigned mentor get acquainted over lunch on the last day of the academy. The mentors assigned to the new teachers have had mixed levels of formal mentor training. Mentor training could include limited training from the Texas A&M Developmental Mentoring Institute, some degree of TxBESS Service Center training, a school developed training called the New Educator Support Team (NEST), training from an unidentified outside source, or no formal training at all.

Studies by Ballinger (2000), Brock & Grady (1998), Gold (1996), Hope (1999), Cross & Billingsley (1994), McManus & Kauffman (1991), and Westling & Whitten (1996) address the importance of including administrators in the development of a successful mentoring program. To date, the Southeastern District administrators have not been a part of the mentoring program design and there is no evidence of data

addressing campus mentoring programs and teacher retention for principals to review. Efforts to include administrative training is currently being examined by the district.

Despite recent efforts in the SUSD to offer mentor assistance to new teachers, little success with increased teacher retention was seen during the 2004-2005 school year. Teacher turnover percentages for SUSD campuses in 2004-2005 ranged from 3.2% to 41.4%. Elementary schools ranged from 3.2% to 41.4% with a mean turnover rate of 20.5%. Middle school teacher turnover rate ranged from 4.5% to 28.8% with a mean of 17.0%. Secondary schools, including one high school and three satellite schools ranged from 0% to 14.8% with a mean of 12.6%. (E. Ritter, personal communication, October 18, 2005). With time, energy, and money supporting the academy program, the district is seeking information that may lead and direct their efforts to a more successful teacher retention program.

Study Site Information

The study of a principal's role in a campus mentoring program as perceived by the campus principal, mentor teacher, and novice teacher was conducted in a southeastern Texas community in the United States. The city, started after a one square mile lot of land, along the rail line, was sold in 1860. The town was named after the man who sold the plot of land and was built as a stop for the railroad. The citizens of the southeastern town began growing cotton and other farm goods, built mercantiles, warehouses, cotton gins and other industrial works (Brief Facts, 2005). Today, the city continues to be an industrial community. It also offers a wide variety of museums, historic sites, health care systems, and educational facilities.

Study Demographics

The study was conducted in an urban school district in the southeastern part of the United States. It is a 453 square mile urban district established in 1880. There are twenty-four campuses that serve over 14,104 students. Of those students, fifteen elementary campuses and one early childhood center serve 7,255 students. One high school, 3 middle schools, and 5 alternative secondary school campuses serve 6,849 students. The alternative secondary schools include a technology academy housed at the High School, a campus for human sciences housed at a satellite building in the community, and two schools for acceleration referred to as the Alternative Choice for Education (ACE) and Gaining Responsibility and a Diploma (GRAD) campuses that are also satellite locations to the High School (AEIS Report, 2004). A local Alternative Educational Placement Center, referred to as the Special Opportunity School, is also a secondary satellite facility in the district.

The Southeastern Texas Urban Independent School District passed a voter's bond bill in 2005 to build one new high school, one additional middle school, one new elementary school, and a number of improvements to existing school buildings. The new facility proposition was approved by a 3:1 vote. Building upgrades and new facilities are slated to be completed by 2010.

The Southeastern Urban Independent School District's student population is composed of 3,526 African American students, 5,374 Hispanic students, 5,105 White students, 9 Native American students, and 90 Asian/Pacific Islanders. There are 8,763 students identified as economically disadvantaged and 1,644 students identified as

limited English proficient (LEP)(AEIS Report, 2004). The African American students make up 25% of the student population, Hispanic students constitute 38.1% of the student population, White students comprise 36.2% of the student population, only 0.1% of the students are Native American, and Asian/Pacific Islanders total a mere 0.6% of the total student population. 62.1% of the students in the district are economically disadvantaged and 11.7% of the students are identified as Limited English Proficient (LEP).

The Hispanic student population appears to be the fastest growing subgroup within the district with an increase of 1.7% students from the 2003-2004 school year. 11.7% of the district's student population in 2003-2004 were identified as Limited English Proficient (LEP). The African American population increased by .2% while the White student population decreased by 1.7% from the 2003-2004 school year (AEIS, 2004).

Over 62% of the students in the Southeastern Urban School District were identified as economically disadvantaged for the 2003-2004 school year. Students in the economically disadvantaged subgroup qualify for free or reduced lunches based on the household income. Table 1 identifies the number of students and the ethnic percentages of these student groups in the Southeastern Urban Independent School District in 2004.

The student attendance rate of 95.1% for all students across grade levels is slightly below the state average of 95.6% in 2002-2003. The reporting of attendance from the state AEIS report is always one year behind the publication of the academic performance results. For this reason, 2002-2003 statistical values were used for the

district's attendance rate in this study.

TABLE 1. Ethnicity of Urban District's Student Population in 2003 – 2004

Student Population Ethnicity	Student Group N	Percentage
African American	3,526	25.0
Hispanic	5,374	38.1
White	5,105	36.2
Native American	9	0.1
Asian/Pacific Islander	90	0.6
Economically Disadvantaged	8,763	62.1
Limited English Proficient	1,644	11.7

The percentage of graduates for the Southeastern Urban School District is 80.4% while the state average for the same recording period was 84.2%. State dropout rates were reported at 4.5% and the Southeastern Independent School District's dropout rate was 4.9% (AEIS Report, 2004).

The Southeastern Urban School District employed a total of 2,036.7 staff members during the 2003-2004 school year. This included professional staff members, educational aides, and auxiliary staff personnel. Professional staff comprised 59.3% of the total staff population. The 1,208.5 professional staff members included teachers, professional support, campus administrators, and central office administrators (AEIS 2004). The 935.3 teachers make up 45.9% of the total professional staff. Professional support employees number 204.3 and make up 10% of the district's professional staff.

School professional support members include technologists, curriculum specialists, assessment and accountability personnel, human resource directors, federal program specialists, and other personnel that are needed to operate the district. Campus administrators include 46 professionals (2.3%) and central office administrators represent 1.1% of the professional staff with 22.9 employees. Table 2 presents the Southeastern Urban School District professional employee number of hires and the percentages that each subgroup represents to the entire professional staffing body.

Educational aides number 193.2 (9.5%). There are 635.0 auxiliary staff members (31.2%) that work in the district. The professional staff, educational aides, and auxiliary staff members represent 100% of the reported work force for SUSD (AEIS, 2004).

TABLE 2. Identification of Urban District's Professional Staff in 2003 – 2004

Employee Population	Number of Employees	Percentage
Teachers	935.3	45.9
Professional Support	204.3	10.0
Campus Administrators	46.0	2.3
Central Administrators	22.9	1.1

Of the 935 teachers employed by the district, 51 (5.5%) are African American, 87 (9.3%) are Hispanic, 796 are White (85.1%), and 1 (.1%) is Asian/Pacific Islander. Female teachers represent 82% and males represent 18% of the total teaching staff (AEIS, 2004). Table 3 identifies the number of teachers by subgroups and the

percentage that each subgroup represents in the Southeastern School District by ethnicity.

TABLE 3. Ethnicity of Urban District's Teacher Population in 2003 – 2004

Ethnicity of Teachers	Number of Teachers	Percentage
African American	51	5.5
Hispanic	87	9.3
White	796	85.1
Asian/Pacific Islander	1	0.1

Within the district, 81% of the teachers hold bachelor degrees, 19% hold a masters degree, and .3% have a doctoral degree. The teacher to student ratio is 1:22 at the elementary schools and 1:13 at the secondary schools. The average number of years of experience for teachers working in Texas is 11.8 years and 10.3 years for teaching experience in the Southeastern Urban School District (AEIS, 2004).

During the 2003-2004 school year, 75 (8%) of the teaching staff were beginning teachers with zero years of experience, 327 (34.9%) of the teachers had 1 to 5 years of teaching experience, 182 (19.4%) teachers had 6 to 10 years of experience, 202 (21.6%) teachers had taught from 11 to 20 years, and 150 (16.0%) of the teachers were veterans with more than 20 years of teaching experience. Table 4 identifies the district's teachers by years of experience and the percentage of each subgroup to the total teaching population.

TABLE 4. Years Experience of Urban District's Teacher Population in 2003 – 2004

Teacher's Years of Experience	Number of Teachers	Percentage
0 years	75	8.0
1 – 5 years	327	34.9
6 – 10 years	182	19.4
11 – 20 years	202	21.6
Over 20 years	150	16.0

The teacher turnover rate was 14.3% for the state of Texas for the 2003-2004 school year and 17.7% for the Southeastern Urban School District for the same year (AEIS Report, 2004). The teacher attrition rate for the Southeastern Urban School District exceeded the state average by 3.4% in 2003 – 2004. With almost one out of every 5 teachers leaving the district, teacher retention issues have become a major concern and an area of investigation for the district. Examination of the current induction and mentoring programs in the district is one critical component under investigation to help the Southeastern Urban School District address their teacher attrition dilemma.

Reflections of the Southeastern Urban School District demographic profile for the 2003 – 2004 school year, as reported by the Texas Education Agency's *Academic Excellence Indicator System* (AEIS, 2004) indicated that the district is a large urban district with a diverse student population, a high economically disadvantaged student group, acceptable student attendance rates, and graduation rates and dropout rates that are behind state averages.

The teaching and administrative staff are predominantly white females. More than 80% of the teachers hold minimum teaching degrees and the average number of years of experience in the district is below the state average. More than one third of all teachers in 2003 – 2004 had one to five years of teaching experience and the teacher turnover rate exceeds state averages.

Principals in the Southeastern Urban School District

Twenty-one campuses in the Southeastern Urban School District have assigned full time principals. There are 7 (33%) male principals and 14 (67%) female principals. Of the 7 male principals, 3 supervise secondary campuses and 4 are assigned to elementary campuses. Two females are principals of secondary campuses in the district and 12 females serve as principals on elementary campuses.

None of the principals for the 2005-2006 school year are new to the district. Although some of the principals were new to the district during the 2004-2005 school year, all of the campus principals remained at the same campus for the 2005-2006 school year.

Of the twenty-one principals in the Southeastern Urban School District for 2005-2006, 11 (52%) have 1 to 5 years principalship experience. Four (19%) of the principals have 6 to 10 years experience, 3 (14%) have 11 to 20 years experience, and 3 (14%) have over 20 years experience as a principal. An examination of the number of years of experience as a principal at the elementary, middle, and high school levels (Table 5) shows that at the elementary schools, 50% of the principals have 1-5 years experience, 18.5% of the principals have 6-10 years experience, 18.5% have 11 – 15 years of

experience and 13% have over twenty years experience. In the Southeastern Urban School District, at the three middle schools, one principal (33%) has 1-5 years experience, one principal (33%) has 6-10 years experience and one principal (33%) has over 20 years experience. The high school principal has 1-5 years experience and the principal of alternative education programs has 1-5 years of experience. Table 6 presents the number of principals, the years experience of principals, and the percentage of years experience for principals during the 2004 – 2005 school year for elementary, middle, and high school campuses.

TABLE 5. Years Experience of Urban District's Principal Population in 2004-2005

Principal's Years of Experience	Number of Principals	Percentage
0 years	0	0
1 – 5 years	11	52.4
6 – 10 years	4	19.0
11 – 20 years	3	14.3
Over 20 years	3	14.3

TABLE 6. Years Experience of Principals At Elementary, Middle, and Secondary Campuses in the Southeastern Urban District in 2004 – 2005

Principal's Years of Experience	Number of Principals	Percentage
Elementary		
0 years	0	0
1 – 5 years	8	50.0
6 – 10 years	3	18.5
11 – 20 years	3	18.5
Over 20 years	2	13.0
Middle		
0 years	0	0
1 – 5 years	1	33.0
6 – 10 years	1	33.0
11 – 20 years	0	0
Over 20 years	1	33.0
Secondary		
0 years	0	0
1 – 5 years	2	100
6 – 10 years	0	0
11 – 20 years	0	0
Over 20 years	0	0

Research Questions

This study will be guided by the following research questions:

1. What is the principal's perception of the principal's role in a campus based

mentoring program designed to increase teacher retention?

2. What is the novice teacher's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?

3. What is the mentor teacher's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?

4. Are there differences among novice teacher's, mentor's and principal's perceptions of the principal's role in a campus based mentoring program for teachers?

5. What is the relationship between principal's perceptions of their role in mentoring programs and the teacher retention rate at their schools?

6. How well prepared are principals, through their administrative preparatory programs to organize, develop and support induction and mentoring programs on their campuses?

Assumptions

1. Survey respondents will understand the language of the instrument.
2. Survey respondents will answer all instrument items objectively and honestly.
3. Interpretation of the data collected from the survey instrument reflects the intent of the respondent.
4. The methodology proposed for this study is a logical and appropriate design for this research project.
5. Individuals serving in the roles of campus administrator, novice teacher and mentor teacher will be the respondents to the survey.

6. Interviewed participants understand the oral questions posed during the interview.
7. Interviewed participants respond honestly.
8. Interpretation of the interviewed principal, novice teacher, and mentor teacher responses reflect the intent of the respondent.

Population

Three target groups participated in the study. Group one consisted of campus principals and assistant/associate principals at the elementary, middle, and high school levels in Southeastern Urban School District in the United States. A second group of participants in the study were teachers in the Urban School District who served as mentors to novice teachers at the elementary, middle, and high school campuses. Group three in the study were novice teachers in the Urban School District teaching at either the elementary, middle or high school level. For the purpose of this study, novice teachers represent teachers with three or less years of teaching experience.

Written Surveys

Research Questions 1

What is the principal's perception of the principal's role in a campus- based mentoring program designed to increase teacher retention?

Research Question 2

What is the novice teacher's perception of the principal's role in a campus-based mentoring program designed to increase teacher retention?

Research Question 3

What is the mentor teacher's perception of the principal's role in a campus-based mentoring program designed to increase teacher retention?

Research Question 4

Are there differences among novice teacher, mentor and principal perceptions of the principal's role in a campus based mentoring program for teachers?

Question 5

What is the relationship between principal's perceptions of their role in mentoring programs and the teacher retention rate at their schools?

Research questions 1, 2, 3, 4, and 5 were addressed through a written survey instrument and an interview process. All campuses in the Urban District participated in the principal, mentor teacher, and novice teacher groups in the written survey portion of the study. Written survey responses represented 15 elementary schools, 1 early childhood campus, three middle schools, one high school and four satellite secondary campuses.

Twenty-one campus principals were offered the opportunity to participate in the written survey portion of the study. In addition, twenty-five assistant principals or dean of instruction personnel were sent written surveys. There was a potential of 46 possible administrative survey respondents. A Dean of Instruction in the Southeastern Urban School District is an individual that holds administrative certification and supervises teachers on a satellite campus or assists the principal in the management of a campus without student disciplinary responsibilities.

All Urban District teachers serving as mentors to novice teachers for the 2005 – 2006 school year were given a mentor survey to complete. A total of 99 mentor surveys were distributed.

All Urban District teachers that have zero to three years classroom teaching experience were identified as novice teachers. All novice teachers in the district were given a novice teacher survey to complete. A total of 214 novice teacher surveys were distributed.

Table 7 illustrates the number of participants in each surveyed respondent group, the total number of years of teaching or administrative experience for each respondent group, and the mean for the number of years of teaching or administrative experience.

TABLE 7. Demographics of Principal, Mentor, and Novice Teacher Survey Respondents

	Principals	Mentors	Novice Teachers
N	45	70	152
Total Years Experience	352	731	274
M	8	10	1

Interviews

Research Questions 1, 2, 3, 4 and 5: In addition to written survey responses, research questions 1, 2, 3, 4 and 5 included an interview process to gather perceptual data from principals, mentor teachers, and novice teachers. All interview participants completed a written survey instrument in addition to answering interview questions.

Comparisons were made to note any differences in the written and oral responses. Five principals were interviewed independently as a part of a narrative response. Two elementary, one middle school, and two secondary principals participated in the interview portion of the study. Additionally, five mentor teachers were interviewed. Three elementary, one middle school, and one secondary school mentor teachers were interviewed. Likewise, five novice teachers were interviewed. Three of the novice teachers were assigned to elementary schools, one novice teachers taught at the middle school level, and one novice teacher taught at a secondary school.

Table 8 illustrates the number of each interviewed respondent group, the total number of years of teaching or administrative experience for each respondent group, the mean for the number of years of teaching or administrative experience, the total number of years of mentoring experience, the mean for the number of years of mentoring experience, the number of respondents that had formal mentoring training, the total number of years of formal training, and the mean for the number of years of formal mentoring training.

Research Question 6.

How well prepared are principals, through their administrative preparatory programs, to organize, develop and support induction and mentoring programs on their campus?

Research question 6 addressed the preparedness of principals to organize, develop and support induction and mentoring programs on their campuses. An interview process was used to gather information regarding this issue. Two elementary principals,

one middle school dean of instruction, and one secondary school principal were interviewed for this portion of the study. In addition, all administrative respondent survey statements regarding administrative preparedness were analyzed.

Procedures

The research study incorporated both a quantitative and qualitative component. This mixed method approach was selected to add depth and breadth to the study and to offer comparative data from an interactive sampling and a non-interactive sampling. Interview responses were used to qualify information on the survey instrument. Too, the interviews offered respondents the opportunity to expand on survey statements and add details to issues that numerical responses do not allow.

TABLE 8. Demographics of Interviewed Principal, Mentor Teacher, and Novice Teacher Respondents

	Principals	Mentors	Novice Teachers
N	5	5	5
Total Years Experience	46	35	6
M	9	7	1

Permission and support was solicited from the research committee in the designated Southeastern Urban School District. A positive written response from the research committee where the research was conducted allowed the study to proceed. In addition, university IRB approval was granted.

Novice teachers, mentor teachers, and principals that participated in the study were asked to sign a participant consent form before participating in the study.

Anonymity was assured by coding all responses. The researcher prepared and secured a code book that identified participants in the study. Any reference to a response was noted through the use of the assigned code and not by participant name or campus.

Interviews

Research Questions 1, 2, 3, 4 and 5. A systematic sampling method was used to choose the interview participants. The number of entries on each categorical list (administrator, mentor, or novice teacher) was determined and the number of people to be interviewed was identified. Dividing the total number of administrators (46) by the number of administrators to be interviewed (5) indicated that every ninth person on the list should be selected.

All interviews were audio taped. This procedure helped to ensure accurate transcription of the participant's direct responses. Instructions were provided to each interview participant regarding the time, date, and location for the interview. All permissions were gathered at the time of the interviews.

Written Survey

Research Questions 1, 2, 3, 4 and 5. A 19 question written survey was field tested in November of 2003. Twenty-three administrators, forty-two mentor teachers, and sixty-one novice teachers responded to the instrument. The mean and standard deviation was run for each question as a part of the reliability statistics for this study. In addition, the Cronbach's alpha coefficient was run to examine the reliability of the

survey. The Cronbach alpha coefficient for the pilot instrument was .69. Modifications were made to the pilot instrument that added questions to particular survey domains and reworded certain survey statements for clarity purposes. The revised survey instrument reliability level was determined and reflected a Cronbach alpha coefficient of .73. This is noted as an acceptable level of reliability (Pallant, 2001).

In January of 2006, research study surveys and consent forms were sent to all qualifying participants through the district mailing system. Return envelopes were provided. Follow-up phone calls and/or written emails were sent to principals or participant group members when the surveys were not returned, after two weeks. This portion of the study was based on voluntary participation from those solicited to answer the survey. Because the willingness of each participant to return the questionnaire was unpredictable, this was a non-probability sampling (Gall, Borg & Gall, 1996). The return percentage for the principal and assistant principal subgroup was 98%, 71% return rate for the mentor subgroup, and 72% return rate for the novice teacher subgroup. This yielded a 74% return rate for all combined groups.

Instrument

Interviews

Interviews were conducted to add depth to the survey questions. Five principals, five mentors, and five novice teachers were interviewed with open-ended questions that focused on themes threaded throughout the written survey instrument. This allowed participants to share personal responses and thoughts that were not prompted by written statements. Oral responses from interviewees were used to qualify findings from the

written survey and are embedded throughout the study in areas where it contributes to the findings.

Research Questions 1, 2, 3, 4 and 5. A semi-structured interview was conducted with principals, mentor teachers, and novice teachers to collect data for research questions 1, 2, 3, 4 and 5. It was guided by a set of basic questions (Appendix C) and issues that represented key factors in the teacher retention dilemmas as presented in the literature, but neither the exact wording nor the order of the questions was predetermined (Merriam, 1991). The interview questions were written to reflect categorical issues that were represented on the written survey. The interviews were conducted in a manner that included a mixture of conversation and embedded questions (Erlandson et al., 1993). The semi-structured interview protocol, considered specifically for this research study, was developed from a review of the literature and interests of the Southeastern Urban School District.

Research Question 6. A semi-structured interview was conducted with principals to gather responses for research question 6. The interview was guided by a set of basic questions that represented factors in the principal's administrative preparatory program. Neither the exact wording nor the order of the questions was predetermined (Merriam, 1991). The interview questions for this portion of the study were designed to reflect program preparatory questions on the written survey. This allowed comparison of the written and oral responses from each administrator interviewed. The interview protocol, designed for this research study, was developed from a review of the literature and the interests of the Southeastern Urban School District.

Naturalistic research recognizes the researcher as the instrument and takes into account the experiences and perspectives of the researcher as a valuable and meaningful component to the study (Lincoln & Guba, 1985). As the primary research instrument, the researcher has the opportunity to create a rich and useful product. However, one must consider the limitations of the human mind. Merriam (1998) states that “the extent to which a researcher has certain personality characteristics and skills necessary for this type of research needs to be assessed, just as a rating scale or survey form would be assessed in other types of research” (pp.20-21). In addition, Merriam (1998) states that the researcher should have tolerance for ambiguity, sensitivity, and be a good communicator. Qualitative research ambiguity is a result of nonstructure and therefore allows the researcher, as the primary instrument, to adapt to unexpected or unforeseen events. Merriam (1998) speaks to sensitivity as the ability to be intuitive and suggests that the researcher must be sensitive to the context of the study and all the variables within it. These would include the physical setting, people, overt and covert agendas, and nonverbal behaviors. Too, the researcher must be a good communicator. Relating to the participants, empathizing with the participants, asking good questions, and being a good listener are critical characteristics of the researcher in a qualitative study. Guba & Lincoln (1989) state that the researcher as an instrument in qualitative research has the ability to collect information at multiple levels simultaneously, perceive situations holistically, process data as soon as it becomes available, provide immediate feedback and request verification of data, and explore atypical or unexpected responses.

Written Survey

Research Questions 1, 2, 3, 4 and 5. A written survey for data collection based on the sample frame, research topic, characteristics of the sample, and availability of the participants was used to collect data for research questions 1, 2, 3, 4 and 5. The sample frame consisted of specific respondents. Specifically, the respondents were principals, assistant principals, deans of instruction, mentor teachers, and novice teachers. Too, the reading and writing skills of the population and their potential interest in the survey were two salient considerations in choosing a written, self-answered instrument. All the respondents were educated and were currently serving in roles that the survey addressed. Finally, members of the respondent groups were full time employees of the Southeastern Urban School District. The group was readily available for distribution and collection of the survey. Close proximity to the respondent groups made follow-up attainable.

The survey instrument used during this study was developed by an Associate Professor in the department of Teaching Learning and Culture at Texas A&M University in College Station, Texas. The survey was used to record administrator, novice teacher, and mentor teacher responses. The survey used a combination of Likert scale responses and categorical responses for demographic information. The Likert scale used a scoring scale of 7 points for Strongly Agree, 5 points for Agree, 3 points for Disagree and 1 point for Strongly Disagree.

The external validity of the survey instrument used in the research study was established through a pilot study completed in 2003. Revisions to the questionnaire followed the completion of the pilot study. Components of the Statistical Package for

the Social Sciences (SPSS) computer software were used to determine the mean, standard deviation, and alpha coefficients of each question.

Data Analysis

Interviews

An analytical strategy acknowledged as a critical component of qualitative research and naturalistic inquiry by Erlandson et al (1993), Glaser and Strauss (1967), Lincoln and Guba (1985), Miles and Huberman (1984), Bogdan and Biklen (1992), Lofland (1971), Marchall and Grossman (1994), McMillan and Schumacher (1989), Merriam (1998), Murphy (1980), and Yin (1989) was used for the interview component of the study.

Mishler (1986a) writes that interviews do not necessarily lead to narratives. However, because some of the questions used for the interviews solicited verbal reflections of the participant's perceptions regarding mentoring issues and the role of the principal in the mentoring program at their campus, some narratives emerged and required disaggregation.

Verbatim transcripts of interviews were collected and reviewed (Charmaz, 2000). Interview transcripts were first topically coded using categories that emerged during the interviews. Single terms/names that were close to the concept description were used as coding factors (Miles and Huberman, 1984). Memoing was used to categorize themes. Code notes describing the concepts that emerged were used, theory notes to summarize ideas within the text, and operational notes for personal notations were utilized during the process (Strauss & Corbin, 1990).

According to Lincoln and Guba (1985) trustworthiness is critical in qualitative research. Criteria for establishing trustworthiness include credibility, transferability, dependability, and conformability. In my research study, peer debriefing (Lincoln & Guba, 1985) was used to create credibility. During this process, the researcher used an individual not associated with the study to explore aspects of the inquiry that might otherwise remain only implicit within my realm of focus. The researcher used a peer debriefer from another school district in Texas who was knowledgeable in qualitative research design but not directly involved in the study.

Patton (1990) states that data presented in a qualitative study must be solidly descriptive in nature. Information transcribed from the interviews meets this criteria. It is not the intent of this study to suggest that findings can be transferred to other inquiries. Rather, the information is presented to allow the reader to decide if the findings are applicable to other studies.

Merriam (1998) writes that dependability and confirmability are obtained when readers not associated with the collection of the study's information find data presented to be sensible, consistent and dependable. Member checks were used to obtain dependability and confirmability. Participants in the study were presented a copy of their interview as an opportunity to clarify, validate and authenticate their responses and to make corrections where it was deemed appropriate.

Written Survey

Research Questions 1, 2, 3, and 4. Data Analysis was conducted using Statistical Package for the Social Sciences (SPSS) computer software. Research questions 1, 2,

and 3 incorporated continuous variables. Descriptive statistical tools that included mean scores, trimmed mean scores, standard deviations, and frequencies were used to analyze each survey response from the principal, novice teacher, and mentor subgroups. Trimmed scores were included in the reporting phase of the study to ensure that one outlying extreme value did not skew overall results.

Statistical normality is used to describe a symmetrical, bell shaped curve, which has the greatest frequency of scores in the middle, with smaller frequencies towards the extremes (Gravetter & Wallnau, 2000). The normality for each survey question in this study was assessed by obtaining skewness, kurtosis, and Kolmogorov-Smirnov values. The skewness value provided an indication of the symmetry of the distribution. The kurtosis information showed the peaks of the values. The Kolmogorov-Smirnov statistical test provided additional information regarding the normality of the distribution of scores on the instrument. Graphs were used to provide a visual for the distribution of scores for each survey question.

For research question 4, the mean, standard deviation, trimmed standard deviation, and Kolmogorov-Smirnov tests were used to determine the normality of the distribution of scores for each survey question from each respondent group. Because scores were not normally distributed, the Kruskal Wallis nonparametric test was run to identify if significant differences existed between survey groups. The Man Whitley U test was run to identify which survey groups demonstrated significant differences and the degree of significant differences between those groups.

Summary

Chapter III described the study site and provided demographics of the community and the school district used for the study. Demographic information included student ethnicity, socioeconomic status, dropout rate, and attendance data. Professional and support staff demographic information included ethnicity, staffing numbers, years experience in administrative positions, and administrative experience at specific grade levels.

The pilot study was described and the development of the qualitative and quantitative survey instruments was presented. The methodology for determining the group participants was explained and the distribution and collection of the instruments was described.

The purpose of the study, limitations of the study and specific research questions were presented. The process used to obtain and disaggregate data for both the qualitative and quantitative portions of the study were described.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

Introduction

The purpose of this chapter is to report the results and findings of the study regarding the perceptions among the principal, mentor teacher, and novice teacher and the principal's role in a campus mentoring program. The data reported represents a quantitative segment that examines the written responses taken from a survey instrument administered to principals, mentor teachers, and novice teachers. In addition, qualitative information from interviews taken from samples of each reported group in the Southeastern Urban Independent School District are used as a comparison between oral and written responses from the study participants.

Section one of this chapter provides both categorical and continuous demographic information regarding the study participants. The second section addresses each of the six research questions independently by providing statistical data gathered through the survey and interview process. The final section is a summary of the chapter findings.

Demographic Information

A total of 267 Urban Independent School District professional staff members participated in the study. Specifically, 152 (71%) novice teachers, 70 (71%) mentors, and 45 (98%) administrators returned survey instruments. The demographics described below (see Table 9) reflect the information provided by each of these respondent groups.

It is important to note that not all participants completed questions on the survey. The data reflected in this study represents all information provided by the survey participants.

A total of forty-five administrators responded to the survey. The administrative group was comprised of nineteen males (42%) and twenty-six females (58%). Forty-three administrators shared their age and the mean age for these respondents was forty-four years. Twenty-two principals indicated that they had administrative experience at the elementary level, twenty-one denoted experience at the middle school level, and thirteen had some experience at the high school level. The average number of years of experience for the administrative group was eight years. Principals, as teachers, has an average of ten years experience in the classroom and a mean of five years experience as an undefined educational role prior to their administrative assignment. Ethnically, the administrative group was thirty-eight (84 %) white, four (9 %) African American, and three (7%) Hispanic.

Of the seventy mentors that responded to the survey, there were sixty-six (94%) females, and four (6%) males. Sixty-two mentors indicated their age and the mean age for the mentors was thirty-seven years. The average number of years of teaching experience for the mentor group was ten years. The mentor group had a mean of five years experience in an undefined educational role in addition to their years of experience in the classroom. Many mentors for the Southeastern ISD serve as professional development specialists on their campus. This role is a support position outside the classroom. Some mentors had experience at more than one teaching level. Forty-nine (70%) of the mentors had elementary teaching experience, thirty (42%) had some middle

school experience, and ten (14%) indicated secondary experience. Fifty-three mentors (76%) were white, five (7%) African American, and ten (14 %) Hispanic. Two (3%) respondents indicated “other” as their ethnic group.

One hundred fifty-one of the novice teachers noted gender on the survey. There were one hundred sixteen (77%) female and thirty-five (23%) male. One hundred thirty-six of the novice teachers provided their age and the mean age for the novice teachers was twenty-eight years. The average number of years of experience for the novice teachers was two years (see Table 10). In this study, novice teacher is defined as one with three or fewer years of teaching experience. Therefore, it is possible that a teacher has moved from one level of teaching to another during their career and has therefore marked more than one level of experience (see Table 11). Consequently, the percentages for this demographic feature will exceed 100%. Seventy (46%) of this group indicated some elementary school experience. Fifty-seven (38%) noted some degree of middle school experience and thirty-nine (26%) scored the survey as having some secondary level experience. The ethnic break down for the novice teacher groups showed one hundred thirteen (75%) white, ten (7%) African American, one (1%) Asian, and twenty-five (17%) Hispanic.

TABLE 9. Demographics of Survey Respondents by Gender and Ethnicity,

	<u>Principals</u>		<u>Mentors</u>		<u>Novice Teachers</u>	
	N	%	N	%	N	%
Gender						
Female	26	58	66	94	116	77
Male	19	42	4	6	35	23

TABLE 9 Continued

	<u>Principals</u>		<u>Mentors</u>		<u>Novice Teachers</u>	
	N	%	N	%	N	%
Total	45	100	70	100	151	100
Ethnicity						
White	38	84	53	76	113	75
African American	4	9	5	7	10	7
Hispanic	3	7	10	14	25	17
Asian	0	0	0	0	1	1
Other	0	0	2	3	0	0
Total	45	100	70	100	149	100

TABLE 10. Demographics of Survey Respondents by Age and Years of Experience

	<u>Principals</u>		<u>Mentors</u>		<u>Novice Teachers</u>	
	N	M	N	M	N	M
Age	43	44	62	37	136	28
Years of Experience						
Teacher	45	10	70	10	152	2
Counselor	44	0	70	0	152	0
Administrator	45	8	70	0	152	0
Other	43	5	69	5	152	1

The level of mentor training for each survey group was examined (See Table 12). More than one type of mentor training is possible and survey participants were asked to denote all mentor training experiences. Twenty-six (58%) administrators indicated some

graduate school training in mentoring, two (4%) attended a Developmental Mentoring Institute, ten (22 %) had former TXBESS training, twenty-five (56%) participated in some local training, seven (16%) indicated training through a Regional Educational Service Center, thirty-one (69%) had administrative training, two (4%) noted training under the other category, and six (14 %) showed no training as a mentor.

Fifteen (21%) of the mentors noted graduate school training, fourteen (20 %) were involved in a Developmental Mentoring Institute, twenty-one (30 %) had TXBESS training, fifty-four (77%) indicated training through their local school district, seven (10%) received Regional Educational Service Center training, four (6%) marked administrative training, nine (13%) indicated other training, and four (6 %) showed no mentor training at all.

In the novice teacher category, nine (6%) indicated mentor training in graduate school, zero (0%) attended a Developmental Mentoring Institute, zero (0%) received TXBESS training, twenty-two (15%) received local mentoring training, four (3%) responded that they received some Regional Educational Service Center training, one (1%) marked administrative training, seven (5%) noted other training, and one hundred twenty-eight (84%) shared that they have no mentoring training at all.

TABLE 11. Demographics of Survey Respondents by Level of Teaching and Administrative Experience.

	<u>Elementary</u>		<u>Middle</u>		<u>High School</u>	
	N	%	N	%	N	%
Principals	22	50	21	48	13	30
Mentors	49	70	30	42	10	14
Novice Teachers	70	46	57	38	39	26

TABLE 12. Demographics of Survey Respondents by Level of Mentor Training

	<u>Principals</u>		<u>Mentors</u>		<u>Novice Teachers</u>	
	N	%	N	%	N	%
Level of Training						
Graduate School	26	58	15	21	9	6
Developmental Institute	2	4	14	20	0	0
TXBESS	10	22	21	30	0	0
Local	25	56	54	77	22	15
ESC	7	16	7	10	4	3
Administrative	31	69	4	6	1	1
Other	2	4	9	13	7	5
None	6	13	4	6	128	84

Analysis of Survey Questions

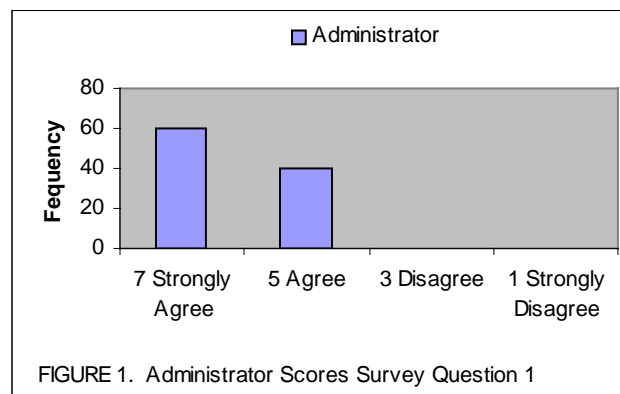
Using a Likert scale of one (strongly disagree) to seven (strongly agree), principals (see tables 13 and 14), novice teachers (see tables 15 and 16), and mentor (see tables 17 and 18) respondents scored twenty-four survey questions regarding their

perception of the principal's role in a campus mentoring program. Survey respondents were instructed to think of the principal as a "whole" and not to respond based on any single administrative experience. Each question is examined by each surveyed group to determine perceptual similarities or differences (see Tables 19 and 20). In addition, responses from principals, mentors and novice teachers that were interviewed are shared when their comments reference issues that correlate with survey questions. Finally, findings in the research regarding mentoring issues addressed in the survey questions may be referenced as well as personal reflections based on the writer's experience in the field.

Research Question #1 – *What is the principal's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*

Administrator Responses

Survey Statement #1: Skills of a mentor should be part of the skill-base of principal.



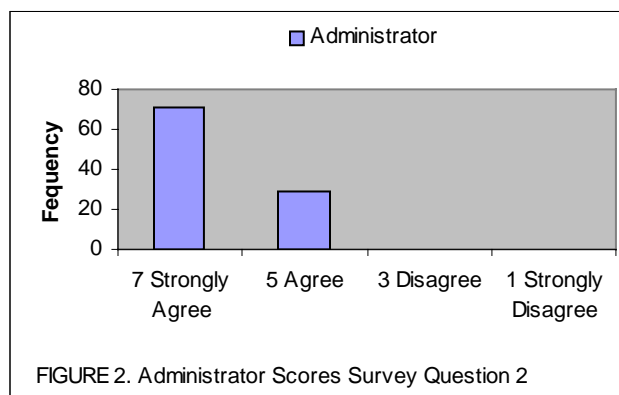
The mean for survey question one is 6.20 with a 5% trimmed mean of 6.22. The standard deviation is .99. The Kolmogorov-Smirnov test for normality shows a significant difference of .00. The skewness value is -.45 and the kurtosis value is .94.

The data indicates a narrow distribution of responses with no changes when the highest and lowest scores are extracted. The standard deviation indicates a small range of differences and therefore a high degree of agreement within the surveyed group. A Kolmogorov-Smirnov of .00 denotes that the scores are not normally distributed. The kurtosis and skewness values show that the distribution of scores peaked on the agree end of the scoring scale.

40% of the principals surveyed agree and 60% strongly agree that principals should have mentor skills. This response from the principals supports the literature that notes the importance of principals mentoring novice teachers to reduce attrition of young educators.

Literature by Ballinger (2000), Fredericks (2001), Ingersoll (2001a), Lucksinger (2000), and Shen (1997) report that many teachers leave the profession due to the lack of administrative support. Acknowledging the importance of mentoring skills by the survey respondents is a powerful component when establishing a framework for improved teacher retention in the district. (See Figure 1)

Survey Statement #2: Having the skills of a mentor would positively impact the relationship between principals and teachers.



The mean for survey question two is 6.42 with a 5% trimmed mean of 6.47. The standard deviation is .92. Skewness for question #2 was -.96 and the kurtosis is -1.12. The Kolmogorov-Smirnov test for normality shows a significant difference of .00.

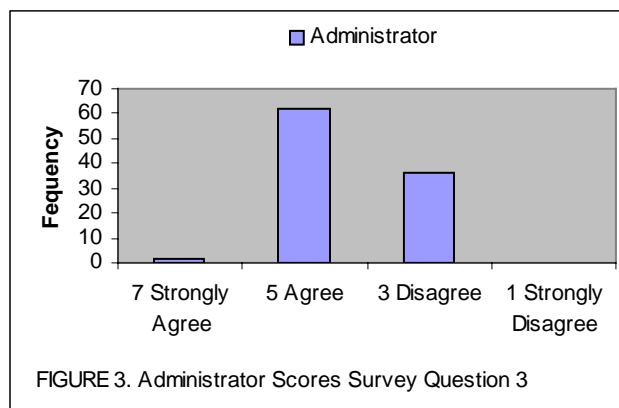
Test results indicate that question 2 responses fall within a narrow range with little difference when the highest and lowest scores are removed. The standard deviation shows little differences in responses and therefore a high degree of agreement among the respondents. The Kolmogorov-Smirnov test significant difference value is less than .05 showing that the scores are not normally distributed. The kurtosis and skewness numbers show a peaked curve at the high end of the value.

Twenty-nine percent of the principal respondents agreed and 71% strongly agreed that having the skills of a mentor would positively impact the relationship between principals and teachers.

A study by Ax, Conderman, and Stephens (2001) interviewed teachers that left the teaching profession. The study emphasized the importance of the relationship

between the administrator and novice teacher when more than 42% of the respondents in the study cited the lack of administrative support as central to their decision to leave the field. Supporting the finding of this study, BISD administrators acknowledged the significance of mentoring when 100% of the principals agreed that mentoring skills would positively impact the relationships they have with novice teachers. Establishing positive relationships can be a powerful tool in the retention of the novice teacher. (See Figure 2)

Survey Statement #3: Principals currently have the skills of a mentor.



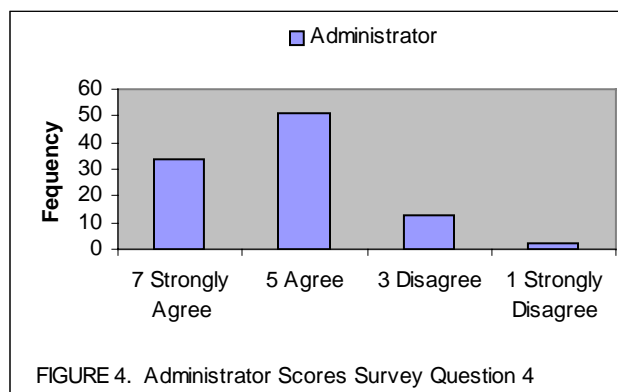
The mean for survey question three is 4.33 with a 5% trimmed mean of 4.32. The standard deviation is 1.04. Skewness for question #3 is -.22 and the kurtosis is -.88. The Kolmogorov-Smirnov test for normality shows a significant difference of .00.

The mean falls between the agree and disagree scale choices. Data for question three reflects a slight range of scores with little difference in the distribution when the highest and lowest scores are removed. The Kolmogorov-Smirnov test significant

difference value is less than .05 indicating that the scores are not normally distributed. A negative kurtosis and skewness value indicates a slightly higher distribution of responses and peak on the positive end of the graph.

Although 62% of the principal agreed and 2% strongly agreed that they have mentoring skills, 36% of the principals felt that they did not have mentoring skills. Two out of every three principals believed that they have mentoring skills. With no formal training for administrators currently in place for the program being studied, I have concerns whether or not principals are able to identify key administrative skills needed to support the mentoring program on their campus. When five principals were interviewed, they identified content knowledge, adequate resources, managing time, and delegation of responsibilities to others as important mentoring skills. Responses of this nature reinforce the need to involve principals in the training and development of a campus-based mentoring program. (See Figure 3)

Survey Statement #4: Principals often serve as mentors to teachers.



The mean for survey question four is 5.31 with a 5% trimmed mean of 5.39. The standard deviation is 1.47. The skewness is -.61 and the kurtosis value is .31. The Kolmogorov-Smirnov test for normality significant difference value is .00.

The question mean falls in the agree response category. The standard deviation shows a range of responses with little difference when the highest and lowest scores are extracted. Skewness and kurtosis values indicate a clustering of scores and peak on the positive side of graph. The Kolmogorov-Smirnov test value is less than .05 designating that scores are not normally distributed.

Of the principal, 2% strongly disagreed and 13% disagreed that principals often serve as mentors to teachers. Too, 51% of the principals agreed and 33% strongly agreed that principals often serve as mentors to teachers.

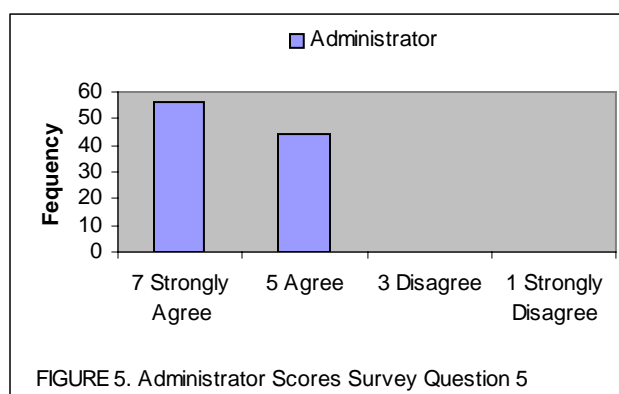
The writings of Ballinger (2000) share the importance of administrative support to novice teachers if they are to remain in the profession. With 84% of the principals surveyed indicating that they mentor teachers, one would expect to see a relatively high retention of teachers in the district being studied. However, the teacher attrition rate for campuses ranged from 3.2% to 41.4% in 2004-2005 (E. Ritter, personal communication, October 18, 2005).

During the interview process, principals were asked to share their role in the mentoring program on their campus. Responses included, "We, monitor the program as well as we can become mentors ourselves in certain situations" and "...I mentor myself if I need to" and "I'll be honest, right now, I need to be more active in follow-ups myself with the mentees and mentors looking for their progress and getting new issues or

concerns that we may need to focus on. I am more a managerial role right now”.

Responses of this nature suggest that principals understand the value of mentoring to teachers and mentor upon occasion as needed but they may not have a formal mentoring program in place. Therefore, one must reconsider the high percent of administrators that responded that they do indeed mentor to teachers but do not indicate whether that mentoring is routine, formal, and consistent. (See Figure 4)

Survey Statement #5: Schools should have a coordinator for a school-wide mentoring program.



The mean score for survey question five is 6.11 with a 5% trimmed mean of 6.12. The standard deviation is 1.00. The skewness value is -.23 and the kurtosis is -2.04. The Kolmogorov-Smirnov test for normality significant difference value is .00.

The mean score falls in the agree and strongly agree range with little difference when high and low values are excluded. There is a narrow range of scores and therefore a high degree of agreement among the surveyed group. The Kolmogorov-Smirnov value

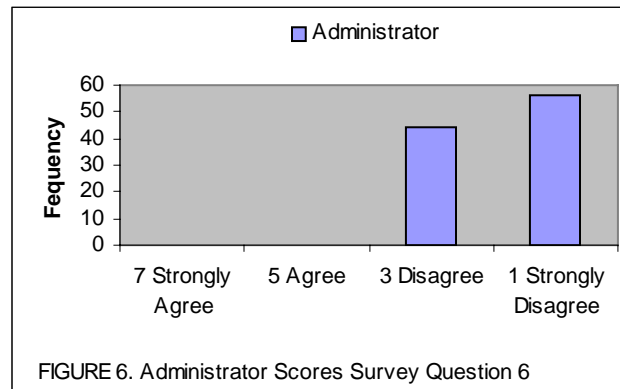
indicates that the scores are not normally distributed. The skewness and kurtosis numbers show that responses are clustered and peak on the positive end of the graph.

All principals (100%) that responded to the survey agreed (44%) or strongly agreed (56%) that all schools should have a coordinator for school-wide mentoring programs.

Wong (2004b) writes that mentoring programs are ineffective as a means to retain teachers if mentoring is not appropriately infused into the campus program through qualified personnel. In addition, The National Foundation for the Improvement of Education report (1999) identified that having a part or full time person responsible for mentoring is a component for a successful mentoring program.

The principal's agreement for the need of a campus mentoring coordinator is apparent with their unanimous scoring in the agree and strongly agree categories. However, not all campuses currently have a trained mentor serving in such a position. The conflict between understanding the need for a mentoring program coordinator and providing one is an important issue that merits further inquiry. (See Figure 5)

Survey Question #6: Once trained, mentors do NOT need additional support from their administrators.



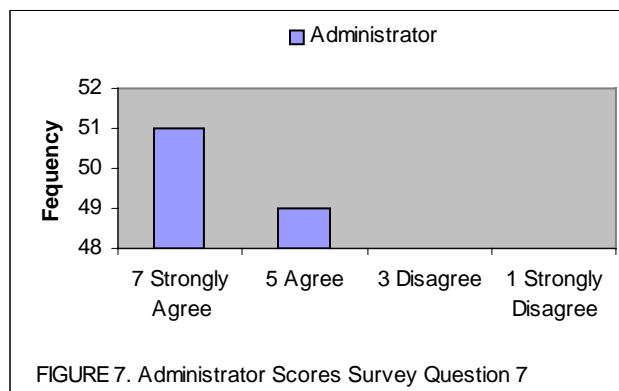
The mean score was 1.89 with a 5% trimmed mean of 1.88. The standard deviation was 1.01. The Kolmogorov-Smirnov test for normality was .00. A skewness value of .23 and kurtosis value of -2.04 were determined.

The mean score falls in the disagree and strongly disagree range with no significant change when the highest and lowest scores are eliminated. Scores are relatively closely clustered showing a high degree of agreement among the survey respondents. The Kolmogorov-Smirnov test indicates that the scores are not normally distributed. Skewness and kurtosis values show that scores are clustered and peaked on the low end of the graph.

Of the principals, 39% disagree and 56% strongly disagree that once mentors are trained, they do not need additional support from their administrators. Three percent of the principals agree and 2% strongly agree that once mentors are trained, administrative support is no longer needed.

James Rowley (1999) identifies one of the essential qualities for a successful mentor as being a model of a continuous learner. Allowing mentors to be “continuous learners” demands the support of the principal. Providing on-going professional development in the area of mentoring is critical to the success of a mentoring program and contributes to the retention of the novice teachers they serve. (See Figure 6)

Survey Statement #7: Administrators should receive training in mentoring skills and mentoring programs.



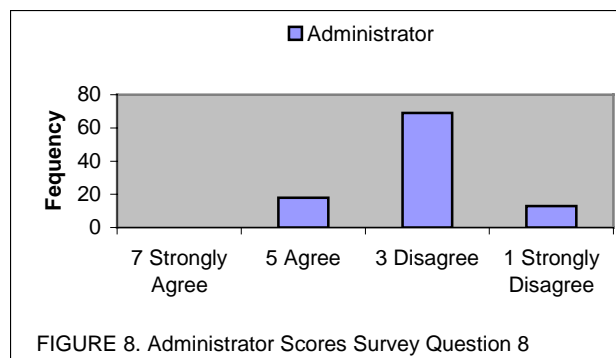
The mean score for question seven is 6.02 with a 5% trimmed mean of 6.02. The standard deviation is 1.01. The Kolmogorov-Smirnov test for normality significant difference number is .00. The skewness value is -.05 and the kurtosis is -2.09.

The mean score falls between the agree and strongly agree range. There is no difference in the mean when the highest and lowest scores are removed. The standard deviation indicates that scores are not widely distributed and therefore suggests that there is a high degree of agreement among the respondents. The Kolmogorov-Smirnov normality value indicates that scores are not normally distributed. The scores cluster on

the positive side of the graph with a relatively flat curve to the graph because of the large number of scores distributed in the agree and strongly agree range.

All principals agree (49%) or strongly agree (51%) that administrators should receive training in mentoring skills and mentoring programs. Sweeney (1998) writes that principals must be knowledgeable of mentoring practices and actively support the mentoring program on their campus. In order for this to occur, administrators must receive training in these areas. With 100% of the surveyed principals acknowledging the importance of training in mentoring skills and programs, it appears that involving them in the district mentoring program is not only justified but timely. (See Figure 7)

Survey Statement #8: Conferencing skills are easy to develop.



The mean score was 3.09 with a 5% trimmed mean of 3.09. The standard deviation was 1.12 and the Kolmogorov-Smirnov normality value was .00. Skewness was .02 and kurtosis was .38.

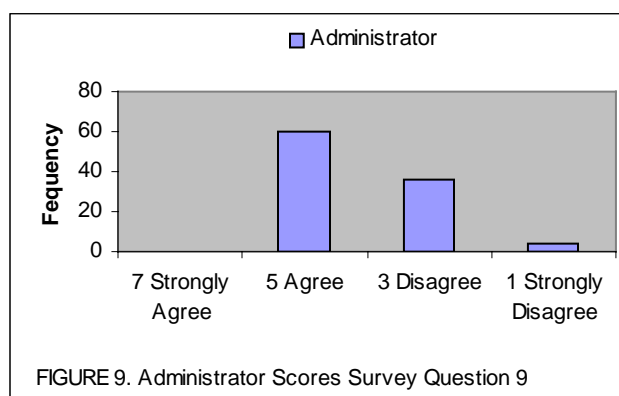
The mean falls in the disagree range with no change when the highest and lowest scores are removed. Scores are widely distributed with representation in all scoring

categories. The Kolmogorov-Smirnov value is less than .05 indicating that the scores are not normally distributed. The scores are slightly peaked in the middle and positioned to the right of the graph.

Thirteen percent of the principals strongly disagree and 69% disagree that conferencing skills are easy to develop. Eighteen percent of the administrators agree that conferencing skills are easy to develop.

One of the interview questions for principals asked that they identify the skills that a principal should have in order to support mentoring at their campus. None of the principals interviewed identified conferencing as a skill that was needed. Their lack of acknowledgement may be due to lack of understanding, experience, and usage of this mentoring tool. Coupled with the high percentage of principals that feel conferencing skills are difficult to develop suggests a need for training in this area. (See Figure 8)

Survey Statement #9: Principals have well developed conferencing skills.



The mean score was 4.11 with a 5% trimmed mean of 4.22. The standard

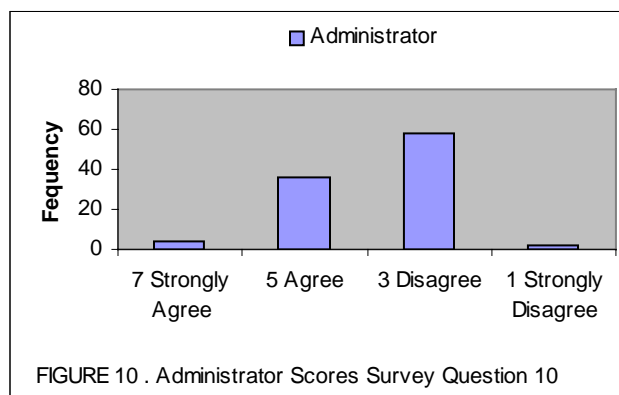
deviation is 1.17. The Kolmogorov-Smirnov value is .00. Skewness for question 9 is -.93 and kurtosis is -.06.

The mean scores falls between the agree and disagree range with no significant difference in the mean score when the highest and lowest scores are extracted. The range of scores is relatively narrow. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the negative end of the graph and are not peaked in the center.

Principals did not agree on this question. Four percent of the surveyed principals strongly disagreed and 36% disagreed that principals have well-developed conferencing skills. Of the principals, 69% scored that administrators do have well developed conferencing skills.

The disparity in responses may be due to the difference in experience levels of the administrators in the district. Too, the survey does not identify the level of proficiency with this skill. Regardless, with four out of every ten principals indicating their lack of conferencing skills, reinforces the need to address this issue through professional development. (See Figure 9)

Survey Statement #10: Classroom observation skills are easy to develop.



The mean for survey question ten is 3.84 with a 5% trimmed mean of 3.78. The standard deviation is 1.24. The Kolmogorov-Smirnov test significant difference value was .00. Skewness is .61 and kurtosis is .13

The mean score falls between the agree and disagree range with no significant change when the highest and lowest scores are removed. There is some distribution of scores in all scoring categories. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are somewhat clustered on the low end of the graph and relatively peaked on the left side of the graph.

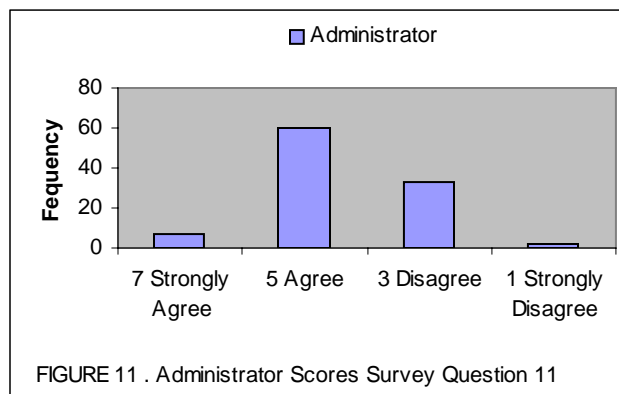
Two percent of the principals surveyed strongly disagreed and 58% disagreed that classroom observation skills are easy to develop. Of the principals, 36% agreed and 4% strongly agreed that classroom observation skills are easy to develop.

Two of the five principals that were interviewed acknowledged that observation skills are important in the mentoring process. This may be a result of the teacher appraisal system that is currently in place in the district and across the state. That system

has a mandatory observation segment in the process and principals are more familiar with observing classrooms than other mentoring skills. However, one must not assume that principals are able to identify developmental needs when they enter the classroom. Many of the components of the current observation instrument used across the state of Texas identify the quantity and quality of specific instructional activities.

When interviewed, one principal stated, “They (principals) have to be able to go into the classroom and know exactly what is going on with that teacher. I think that is key. If you can not go in and observe and know what that teacher needs, it is hard to advise them with the support that they need”. (See Figure 10)

Survey Statement #11: Principals have well developed classroom observation skills.



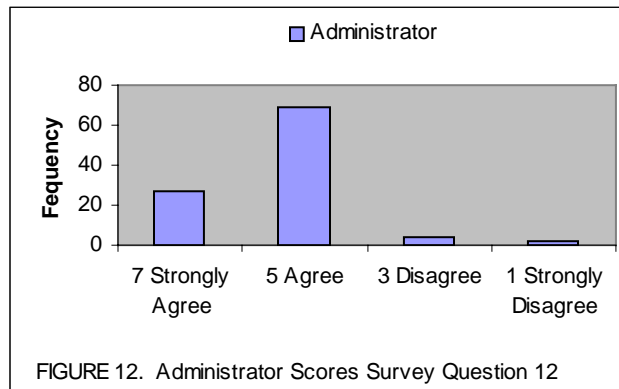
The mean for survey question eleven is 4.47 with a 5% trimmed mean of 4.41. The standard deviation is 1.16. The Kolmogorov-Smirnov significant difference value is .00. Skewness is .09 and kurtosis is -.41.

The mean falls between the disagree and agree range with no difference when the highest and lowest scores are removed. Scores are distributed across most of the scale ranges with a tendency to cluster on the left side of the graph. Scores do not peak around one given value.

Thirty-three percent of the principal respondent indicated that principals do not have well developed classroom observation skills. Sixty percent of the principals agreed and 7% strongly agreed that principals do have well developed classroom observation skills.

Seven out of ten principals perceive that administrators have well developed observation skills. This high percentage may be a result of the large number of observations that are required by the state and by the district that is being studied. However, there has been no follow-up from the initial training that principals received several years ago when the state required appraisal system was implemented. It would be beneficial to include observation skills in the mentor training for administrators to validate their ability to observe developmental needs of the novice teacher. (See Figure 11)

Survey Statement #12: Using an observation tool, such as the PDAS or COPAT is important.



The mean score for question twelve is 5.44 with a 5% trimmed mean of 5.48. The standard deviation is 1.03. The Kolmogorov-Smirnov value for normality was .00. Skewness is .28 and kurtosis is .03.

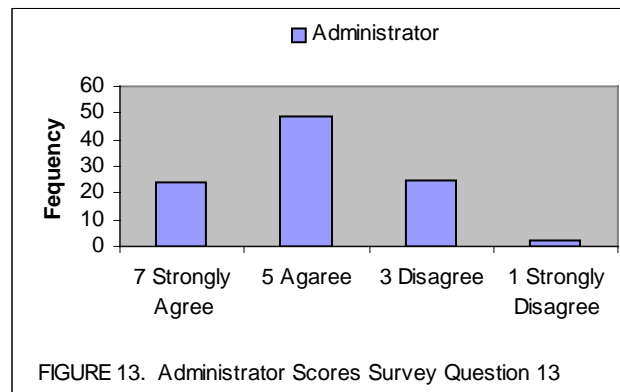
The mean reflects agreement with the survey question with no difference if the lowest and highest scores are removed. There is a narrow range of scores which also indicates relative agreement among the respondents. The Kolmogorov-Smirnov test for normality indicates that the scores are not normally distributed. Scores are relatively peaked on the positive end of the graph.

Four percent of the principals did not feel that using an observation tool, such as the PDAS or COPAT was important. Sixty-nine percent of the survey respondents agreed and 27% strongly agreed that an observation tool is important.

Reiman and Sprinthall (1998) write that effective mentoring programs are formal and organized. Providing a formal classroom observation instrument helps provide guidance to the observer. The surveyed principals currently use a PDAS instrument for

all teacher evaluations. Their familiarity with such an instrument may be one reason why there is a 96% agreement among principals that and observation tool is important. (See Figure 12)

Survey Statement #13: For any full observation, a pre-conference should be scheduled.



The mean score for survey question thirteen is 4.91 with a 5% trimmed mean of 4.95. The standard deviation is 1.53. The Kolmogorov-Smirnov test for normality value is .00. Skewness is -.24 and kurtosis is -.45.

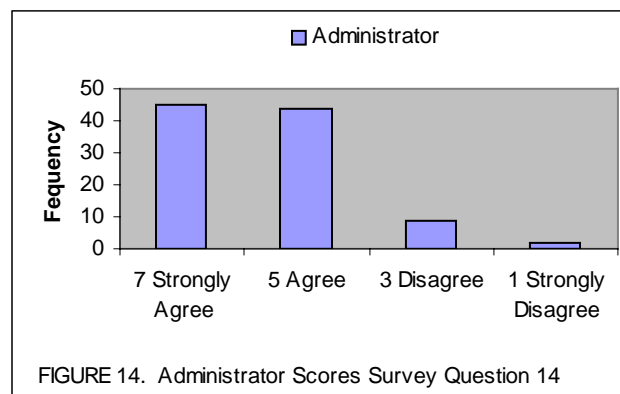
The mean is in the agree range with no significant difference when the highest and lowest scores are removed. There is a wide distribution of scores ranging from strongly disagree to strongly agree. The Kolmogorov-Smirnov test for normality indicates that the scores are not normally distributed. Scores are clustered at the high end of the scale and scores are not peaked because of the high number of extremes.

Two percent of the surveyed principals strongly disagreed and 25% disagreed that a pre-conference should be scheduled for a full observation. Forty-nine percent of

the principals agreed and 24% strongly agreed that a pre-conference should be scheduled prior to a full observation.

Although 73% of the principals are in agreement that a pre-conference is important prior to a classroom observation, it is of concern that 27% do not recognize a pre-conference as a critical component in the mentoring process. What takes place in the pre-conference and why a pre-conference are important should be part of the training that administrators receive regarding mentoring of novice teachers. (See Figure 13)

Survey Statement #14: For any full observation, a post-conference should be scheduled.



The mean score for question fourteen is 5.62 with a 5% trimmed mean of 5.74. The standard deviation is 1.47. The Kolmogorov-Smirnov test for normality value is .00. The skewness value is -.93 and the kurtosis number is .85.

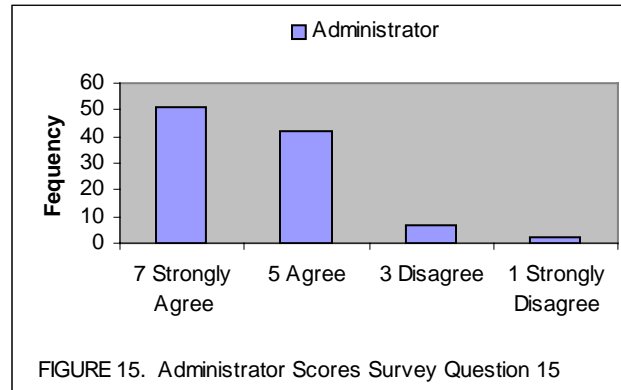
The mean is in the agree range with no significant difference when the highest and lowest scores are removed. There is a wide distribution of scores ranging from strongly disagree to strongly agree. The Kolmogorov-Smirnov test for normality

indicates that the scores are not normally distributed. Scores cluster on the high end of the scale and peaked.

Two percent of the surveyed principals strongly disagreed and 9% disagreed that a post-conference should be scheduled for any full observation. Of the principals, 45% surveyed agreed and 44% strongly agreed that a full observation should have a post-conference scheduled.

Eighty-nine percent of the principals agreed that a post-conference was important while only 73% agreed that a pre-conference was important. Principals are required to conduct an annual post-conference as a part of the Texas teacher appraisal system. Because post-conferencing is mandatory, the principal may perceive more importance in this segment of the observation process. The survey did not address how the post-conference is to be conducted or how it can be used as a formative segment in identifying novice teacher needs. These are critical issues that need more information. (See Figure 14)

Survey Statement #15: Principals are responsible for the success of a school-wide mentoring program.



The mean for question fifteen is 5.89 with a 5% trimmed mean of 5.98. The standard deviation is 1.25. The Kolmogorov-Smirnov normality test value is .00. The skewness score is -.66 and the kurtosis value is -.46

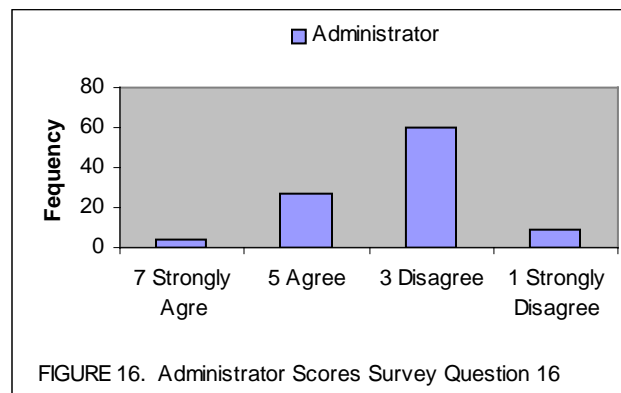
The mean falls in the agree range with no significant change when the highest and lowest scores are removed. Scores are moderately distributed showing some differentiation in score selections. Scores are clustered on the right side of the graph and are not peaked in the center because of too many extremes.

Seven percent of the surveyed principals do not believe that the principal is responsible for the success of a school-wide mentoring program. Forty-two percent of the principals surveyed agreed and 51% strongly agreed that the principal is responsible for the success of a school-wide mentoring program.

Fredricks (2001) writes that although many teachers are frustrated by poor salaries and working conditions, the real deciding factor for whether a teacher stays or goes is the administration. Principals must help develop and support a mentoring

program on the campus to address teacher attrition. Bercik (1994) states that the principal's work with the establishment and support of a mentoring program falls within the principal's function as a school's educational leader. This is supported by a 93% agreement among the surveyed principals. Principals that were interviewed regarding their feeling about the principal's responsibility for the mentoring program on a campus stated, "I think that I am completely responsible..." and "Anything on the campus is the principal's responsibility..." and "Well, I think I am responsible for that..." and "I think the principal is one of the most important factors because they are the ones that are going to make sure that mentoring takes place". (See Figure 15)

Survey Statement #16: Principals do provide appropriate schedules and assignments for novice teachers (fewer duties, lower class size, fewer special needs children from veteran teachers).



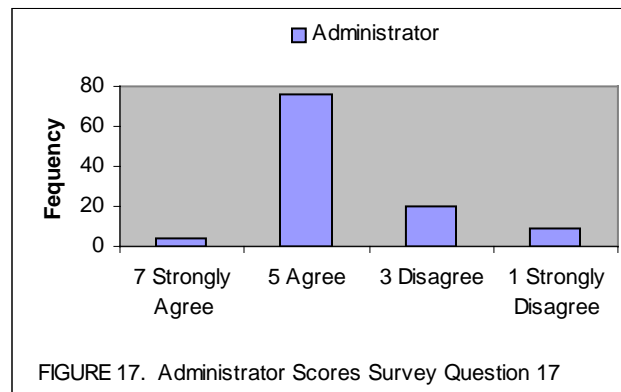
The mean score for question sixteen is 3.43 with a 5% trimmed mean of 3.37. The standard deviation is 1.59. The Kolmogorov-Smirnov normality test value is .00. The skewness score is .48 and the kurtosis value is .04.

The mean scores is in the disagree range with no significant change when the highest and lowest scores are extracted. The Kolmogorov-Smirnov test value indicates that the scores are not normally distributed. Scores are widely distributed showing a selection in all choice categories. There are more scores on the left (negative) side of the graph and somewhat peaked on the left side.

Nine percent of the principals surveyed strongly disagree and 60% disagree that principals provide appropriate schedules and assignments for novice teachers. Twenty-seven percent of the administrative survey respondents agree and 4% strongly agree that principals do provide appropriate schedules and assignments for novice teachers.

The National Foundation for the Improvement of Education report (1999) established guidelines for implementation of a successful mentoring program. The report included the need to consider incentives that include the reduction or modification of course loads, increased governance in the mentoring program, and per diem payment for summer training. Mont and Rees (1996) found that teachers attributed class size, the number of classes taught, student quality, and the percentage of class time spent out of a teacher's certification area as critical correlates for teachers leaving the profession. It is particularly important that novice teachers be considered when assignments and responsibilities are established. Three out of ten principals surveyed did not feel that these novice teacher considerations are being implemented. (See Figure 16)

Survey Statement #17: Principals understand the needs of novice teachers.



The mean score for survey question seventeen is 4.69 with a 5% trimmed mean of 4.67. The standard deviation is .95. The Kolmogorov-Smirnov normality test value is .00. The skewness is -.49 and the kurtosis value is .975.

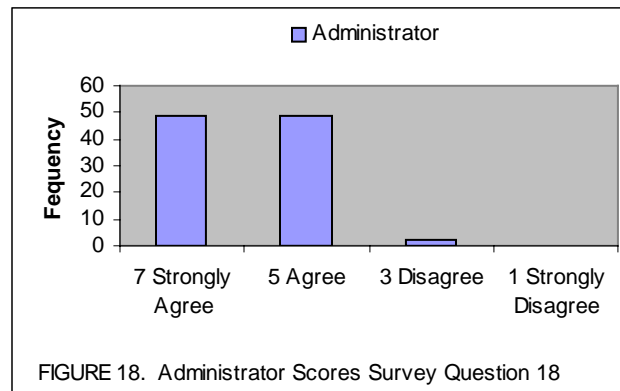
The mean score is in the agree range with no change in the mean when the highest and lowest scores are removed. Scores are rightly clustered indicating agreement among the respondents. The Kolmogorov-Smirnov normality value indicates that the scores are not normally distributed. Most of the scores fall on the agree end of the graph and the scores do show a strong peak.

Twenty percent of the principals surveyed do not feel that principals understand the needs of novice teachers. Of the administrative respondents, 76% agree and 4% strongly agreed that principals do understand the needs of novice teachers.

The principal plays a critical role in determining both the quantity and quality of support that beginning teachers receive (Brock & Grady, 1998; Gold, 1996; Hope, 1999). Eighty-percent of the surveyed principals believe they understand the needs of

the novice teacher. This suggest that 20% of our principals are unable to provide the quantity and quality of support to teachers that is needed to offer the support necessary to help retain teachers in the profession. The fact that one out of every five principals lacks understanding of novice teacher needs is a pivotal issue that must be addressed in the district if teacher retention is a serious goal. (See Figure 17)

Survey Statement #18: Principals should engage in reflective activities with their school-based mentors.



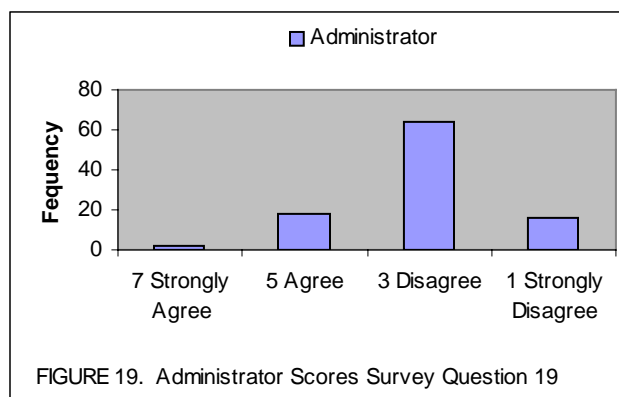
The mean score for question eighteen is 5.93 with a 5% trimmed mean of 5.25. The standard deviation is 1.10. The Kolmogorov-Smirnov normality test value is .00. The skewness score is -.30 and the kurtosis is -.106.

The mean scores indicates a high number of scores in the agree and strongly agree category with no significant differences when the highest and lowest values are removed. The scores are distributed between the disagree and strongly agree categories. The Kolmogorov-Smirnov normality value indicates that the scores are not normally distributed. The scores are clustered on the right side of the graph with no obvious peak in a given area.

Two percent of the surveyed principals did not agree that principals should engage in reflective activities with their school-based mentors. Forty-nine percent of the administrative respondents agreed and 49% strongly agreed that reflective activities should take place between the principals and school-based mentors.

Alan Reiman and Thies-Sprintall (1998) identify formal and informal reflection as key components to adult learning. As the instructional leader and program manager on the campus, the principal should model reflection activities with the mentors. This allows the mentor to do the same with the teachers they assist. Although 98% of the surveyed principals agreed that reflective practices with the campus mentors is important, none of the interviewed principals mentioned reflective activities as a responsibility or component of their current mentoring practices. (See Figure 18)

Survey Statement #19: Reflection skills are easy to develop.



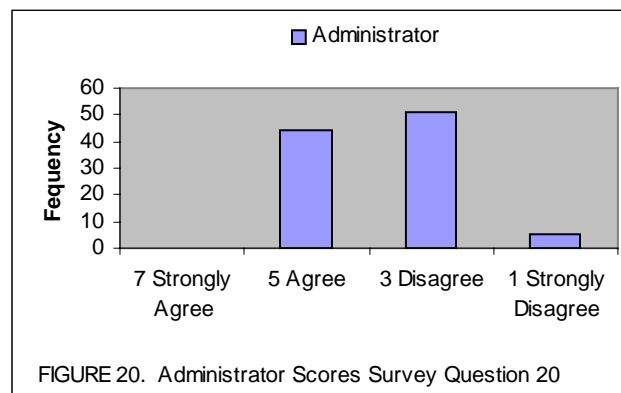
The mean score for survey question nineteen was 3.13 with a 5% trimmed mean of 3.10. The standard deviation is 1.31. The skewness score is .45 and the kurtosis value is .94.

The mean score falls in the disagree range with no significant difference in the mean when the highest and lowest scores are removed. Scores are moderately distributed. Scores cluster on the low end of the graph with a peak in scores to the left.

Sixteen percent of the principals strongly disagree and 64% disagree that reflection skills are easy to develop. Eighteen percent of the respondents agree and 2% strongly agree that reflection skills are easy to develop.

Of the principals, 80% recognize the complexity of developing reflection skills. In a previous survey question, 98% of the principals acknowledged that reflection activities are important. This combination of scoring suggests understanding of the need to develop and use reflection skills as a part of a mentoring program. (See Figure 19)

Survey Statement #20: Principals have well developed reflection skills.

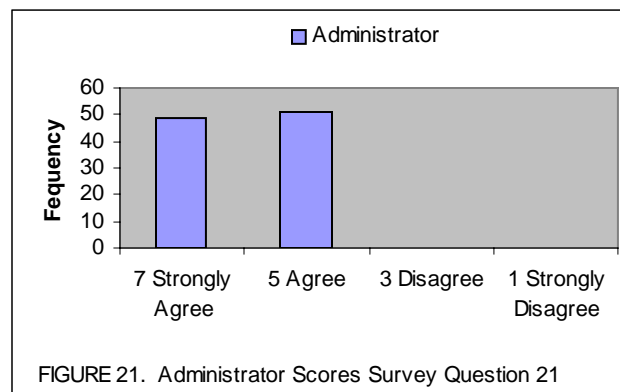


The mean score for question twenty is 3.80 with a 5% trimmed mean of 3.88. The standard deviation is 1.16. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.32 and the kurtosis score is -.715.

The mean scores fall between the disagree and agree range. The scores cluster relatively closely to the mean indicating that there are few extremes in the distribution. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores do not peak around one given value and there are few differences in these number of respondents that agree and disagree with the survey statement.

Fifty-two percent of the principals do not agree and 4% strongly disagree that principals have well developed reflection skills. Forty-four percent of the principals indicate that they believe principals do have well developed reflection skills. (See Figure 20)

Survey Statement #21: Mentors need time to meet as a group in the school.



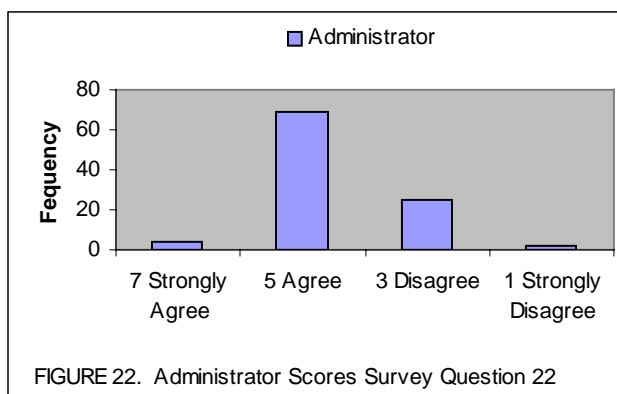
The mean score for question 21 is 5.98 with a 5% trimmed mean of 5.98. The standard deviation 1.01. The Kilmogorov-Smirnov value for normality is .00. The skewness score is .046 and the kurtosis value is -2.093.

The mean score is in the agree range with no change in the mean when the highest and lowest scores are removed. Scores are tightly clustered indicating a high degree of agreement among the respondents. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are dominantly on the high end of the graph with no peaked value due to a large number of extremes.

All of the principal respondents agreed (51%) or strongly agreed (49%) that mentors need time to meet as a group in the school.

Scoring by the principals indicates an understanding of the need for mentors to meet on a campus. However, none of the principals that were interviewed acknowledged any dedicated time on their campus for mentors to meet. Some intermittent activities after school are provided for mentors to collaborate on a voluntary basis but no formal, sustained training for mentors at the campus or district level was identified. (See Figure 21)

Survey statement #22: Principals understand the needs of mentors or mentoring programs.



The mean for question twenty-two is 4.51 with a 5% trimmed mean of 4.51. The standard deviation is 1.14. The Kolmogorov-Smirnov value for normality is .00.

Skewness is -.75 and the kurtosis value is 1.21.

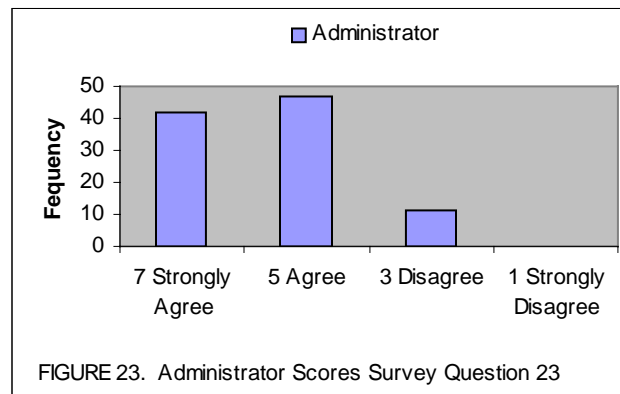
The mean is in the agree range with no difference in the mean when the highest and lowest scores are removed. The scores are moderately distributed indicating some differences in score selections. The Kolmogorov-Smirnov normality value indicates that the scores are not normally distributed. Scores peak on the high end of the graph.

Two percent of the administrators strongly disagreed and 25% disagreed that principals understand the needs of mentors or mentoring programs. Sixty-nine percent of the administrative respondents agreed and 4% strongly agreed that principals do understand the needs of mentors and mentoring programs.

Calabrese (2000) identifies the mentor as a person interested in the professional growth of an individual by coaching, guiding, counseling, and providing that individual with access to professional paths, networks, and viable relationships. This is a complex and demanding role. The research of Kyle, Moore, and Sanders (1999) emphasizes the need for mentors to participate in professional development to help them successfully fulfill their role.

Although 73% of the principals perceive that they understand the needs of the mentors, interviews with 5 principals never addressed these needs. The focus throughout the interviews was exclusively on the novice teacher. There appears to be a great deal of confidence in the mentors that service novice teachers but there were no indicators during the interviews that noted a deep understanding of mentor needs. (See Figure 22)

Survey Statement #23: The retention of teachers is a responsibility of the principal.



The mean score for question twenty-three is 5.62 with a 5% trimmed mean of 5.69. The standard deviation is 1.33. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.45 and the kurtosis value is -.70.

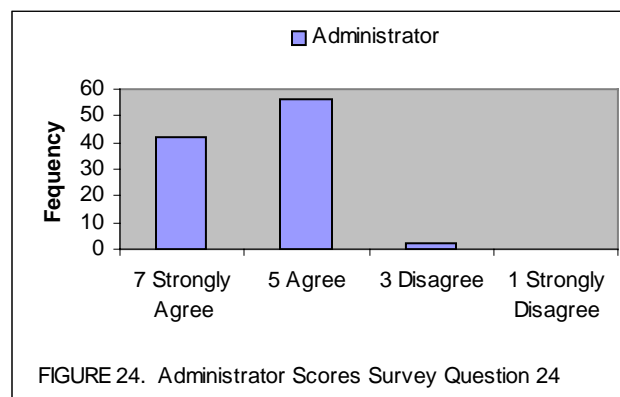
The mean score is in the agree range with no significant change when the highest and lowest scores are removed. Scores are distributed over a moderate range indicating some differences in scoring by the respondent group. Scores cluster on the high end of the graph and scores do not peak in one given area.

Eleven percent of the principals surveyed do not agree that principals are responsible for the retention of teachers. Forty-seven percent of the principals agreed and 42% strongly agreed that the retention of teachers is a responsibility of the principal.

Studies by Kaplan and Owings (2004) and Gold (1996) support findings that principals greatly impact the decision for novice teachers to remain in teaching. In similar studies (Cross & Billingsley 1994; McManus & Kauffman 1991; Westling & Whitten 1996), lack of administrative support and guidance were cited as significant

factors contributing to the high attrition rate in the field of education. Eighty-nine percent of the surveyed principals recognize the important role they play in the retention of teachers and support the research in this area. (See Figure 23)

Survey Statement #24: Following the initial training, mentors should continue to have on-going training.



The mean score for question twenty-four is 5.80 with a 5% trimmed mean of 5.83. The standard deviation is 1.08. The Kolmogorov-Smirnov value for normality is .00. The skewness score is -.04 and the kurtosis value is -1.08.

The mean is in the agree range with no significant difference in the mean scores when the highest and lowest scores are removed. Score distribution is moderately wide indicating a differentiation in score selection. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the high end of the graph and do not predominately peak around one value.

Two percent of the principals surveyed do not believe that mentors should continue to have on-going training after the initial training. Fifty-six percent of the

principals agree and 42% strongly agree that following the initial training, mentors should continue to have on-going training.

Mentors hold the key that novices need to unlock their professional expertise (Barnett 1995). Kyle, Moore, and Sanders (1999) write that the mentor's knowledge of how to help novice teachers achieve success demands professional development. Of the principals, 98% surveyed indicate their understanding of the need to offer sustained, on-going training for mentors. However, when interviewed principals were asked to address their responsibilities in a mentoring program, how they support mentoring on their campus and what procedures are in place on their campus that support their current mentoring program, mentor training was never addressed. (See Figure 24)

TABLE 13. Statistical Data on Principal Survey Responses

	<u>M</u>	<u>Trimmed</u> <u>__M__</u>	<u>Std.</u> <u>Deviation</u>	<u>K-S</u>	<u>Skewness</u>	<u>Kurtosis</u>
Question 1	6.20	6.22	.99	.00	-.45	.94
Question 2	6.42	6.47	.92	.00	-.96	-1.12
Question 3	4.33	4.32	1.04	.00	-.22	-.88
Question 4	5.31	5.39	1.47	.00	-.61	.31
Question 5	6.11	6.12	1.00	.00	-.23	-2.04
Question 6	6.11	6.12	1.00	.00	-.23	-2.04
Question 7	6.02	6.02	1.01	.00	-.05	-2.09
Question 8	4.91	4.90	1.12	.00	-.02	.38
Question 9	4.11	4.22	1.17	.00	-.93	-.06
Question 10	4.16	4.22	1.24	.00	-.61	.13
Question 11	4.47	4.41	1.16	.00	.09	-.41
Question 12	5.44	5.48	1.03	.00	.28	.03
Question 13	4.91	4.95	1.53	.00	-.24	-.45
Question 14	5.62	5.74	1.47	.00	-.93	.85
Question 15	5.89	5.98	1.25	.00	-.66	-.46

TABLE 13. Continued

	<u>M</u>	Trimmed <u>M</u>	Std. <u>Deviation</u>	<u>K-S</u>	<u>Skewness</u>	<u>Kurtosis</u>
Question 16	3.42	3.37	1.59	.00	.48	.04
Question 17	4.69	4.67	.95	.00	-.49	.98
Question 18	5.93	5.25	1.10	.00	-.30	-.11
Question 19	4.87	4.90	1.31	.00	-.44	.94
Question 20	3.80	3.88	1.16	.00	-.32	-.72
Question 21	5.98	5.98	1.01	.00	.05	-2.09
Question 22	4.51	4.51	1.14	.00	-.75	1.21
Question 23	5.62	5.69	1.33	.00	-.45	-.70
Question 24	5.80	5.82	1.08	.00	-.04	-1.08

TABLE 14. Frequency of Principal Survey Responses

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>	
	N	%	N	%	N	%	N	%
Question 1	27	60	18	40	0	0	0	0
Question 2	32	71	13	29	0	0	0	0
Question 3	1	2	28	62	0	0	16	36
Question 4	15	34	23	51	1	2	6	13
Question 5	25	56	20	44	0	0	0	0
Question 6	25	56	20	44	0	0	0	0
Question 7	23	51	22	49	0	0	0	0
Question 8	0	0	8	18	6	13	31	69
Question 9	0	0	27	60	2	4	16	36
Question 10	2	4	16	36	1	2	26	58
Question 11	3	7	27	60	0	0	15	33
Question 12	12	27	31	69	0	0	2	4
Question 13	11	24	22	49	1	2	11	24
Question 14	20	45	20	44	1	2	4	9
Question 15	23	51	19	42	0	0	3	7

TABLE 14. Continued

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>	
	N	%	N	%	N	%	N	%
Question 16	2	4	12	27	4	9	27	60
Question 17	2	4	34	76	0	0	9	20
Question 18	22	49	22	49	0	0	1	2
Question 19	1	2	8	18	7	16	29	64
Question 20	0	0	20	44	2	5	23	51
Question 21	22	49	23	51	0	0	0	0
Question 22	2	4	31	69	1	2	11	25
Question 23	19	42	21	47	0	0	5	11
Question 24	19	42	25	56	0	0	1	2

Summary

Four major survey themes can be identified: mentoring skills of the principal, mentoring roles and responsibilities of the principal, mentor training, and mentor program implementation. Each theme was examined for similarities and differences in survey respondent perceptions.

There was strong agreement among the administrators that mentoring skills are important and that mentoring skills can positively impact relationships between teachers and principals. Likewise, data support a strong sense of agreement that conferencing and reflection skills are not easy to develop. There were mixed responses regarding whether or not principals have mentoring skills, conferencing skills, observation skills, or reflection skills. Too, principal scores indicated some disagreement whether or not observation skills are easy to develop.

No significant opposition was noted regarding survey responses and the mentoring roles and responsibilities that principals have on their campus. Principals agree that schools need a mentor program coordinator and that they are responsible for the success of the mentoring program at their school. Administrators responding to the survey believe that they serve as a mentor to their teachers and that they are responsible for the retention of the teachers on their campus.

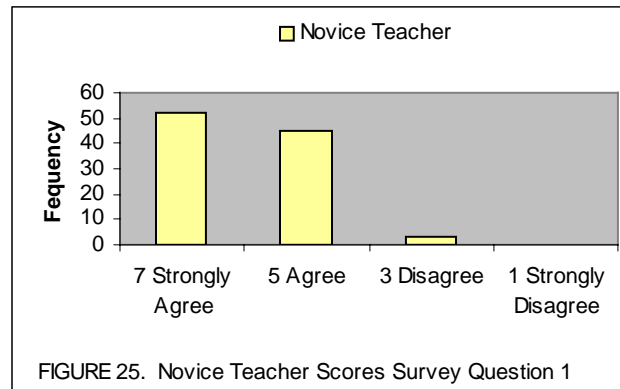
In the area of training, principals had similar views. Administrators acknowledged that they need to receive mentor training and agreed that mentors need on-going support and training after initial preparation. Principals indicated that they understand the needs of the novice teachers and mentors.

As principals considered program implementation, they agreed that mentors need time to meet as a group, reflection activities with their mentors are important, and use of a formal observation instrument is important. There were strong feelings that a post-conference should be conducted after a classroom observation. Principals had mixed feelings about the importance of a pre-conference prior to a classroom observation and did not agree that principals currently offer appropriate schedules and assignments for novice teachers.

Research Question #2 – *What is the novice teacher's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*

Novice Teacher Responses

Survey Statement #1: Skills of a mentor should be part of the skill-base of principals.



The mean score for question one is 6.00 with a 5% trimmed mean score of 6.06. The standard deviation is 1.10. The Kolmogorov-Smirnov value for normality is .00. The skewness score is -.48 and the kurtosis value is -.87.

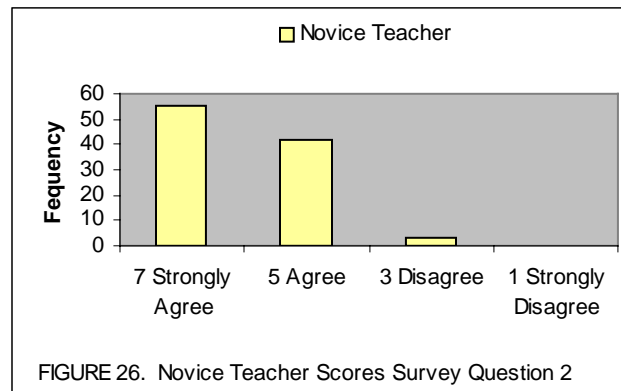
The mean score is in the agree and strongly agree range with no difference in the mean if the highest and lowest scores are removed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are somewhat clustered on the agree end of the scale. The distribution of scores is relatively flat because of the number of extreme values to the left side of the graph.

Three percent of the novice teachers disagree that principals should have mentor skills, 45% agree that principals need mentoring skills, and 52% strongly agree that skills of a mentor should be a part of the skill-base of principals.

A recent study that surveyed novice teachers that left the profession identified lack of administrative support as a determining factor (Mills, 2001) for departure.

Administrative support through mentoring is one means of addressing the needs of the novice teacher. This study is supported by the BISD novice teacher survey respondents. 97% of the novice teachers indicated that it was important for administrators to have mentoring skills. (See Figure 25)

Survey Statement #2: Having the skills of a mentor would positively impact the relationship between principals and teachers.



The mean score for question two is 6.05 with a 5% trimmed mean of 6.12. The standard deviation is 1.10. The Kolmogorov-Smirnov test for normality value is .00. The skewness score is -.59 and the kurtosis value is -.76.

The mean score is in the agree and strongly agree range and shows no significant difference when the highest and lowest scores are removed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the high end of the graph and the distribution of scores do not exhibit a peak for any single value.

Three percent of the novice teachers surveyed disagree that principals with mentoring skills would positively impact principal and teacher relationships. Ninety-seven percent of the novice teachers agree or strongly agree that having the skills of a mentor would positively impact the relationship between principals and teachers.

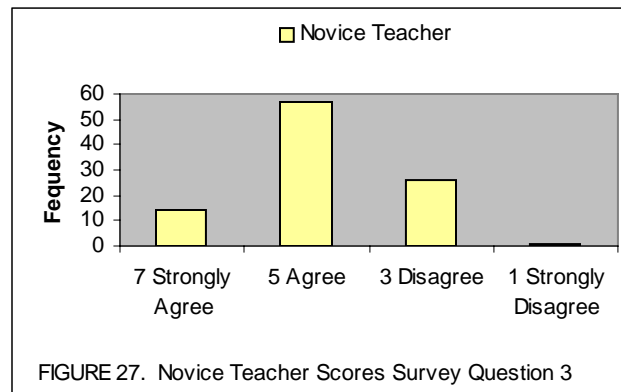
Gold (1996) states in his work that the initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching. Ninety-seven percent of the survey respondents agree with this research and indicated that principals with mentoring skills would impact their relationship.

Building relationships with the principal was mentioned in two of the five interviews with novice teachers. When asked what skills a principal should have in order to support mentoring on a campus, one novice teacher said, "...you have to be extremely relational. You have to like people. If that doesn't happen, you can forget it". (See Figure 26)

Survey Statement #3: Principals currently have the skills of a mentor.

The mean score for question three is 4.58 with a 5% trimmed mean of 4.65. The standard deviation is 1.51. The Kolmogorov-Smirnov score for normality is .00.

The skewness score is -.63 and the kurtosis is .97.

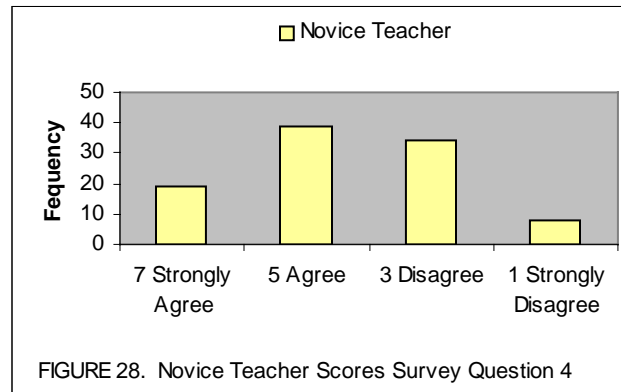


The mean is between the disagree and agree range with no significant difference when the highest and lowest scores are extracted. Scores are widely distributed indicating a variety of responses. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the high end of the graph and there is a peak around one of the high range values.

One percent of the novice teachers strongly disagree that principals have skills of a mentor. Twenty-six percent of the novice teachers disagree that principals have mentoring skills. Fifty-seven percent of the surveyed group agree and 14% of the respondent group strongly agree that principals currently have the skills of a mentor.

DePaul (2000) reinforces the importance of mentoring by writing in his study that principals must make a new teacher support program a priority and take the lead in developing a formal mentoring program. If principals are taking the lead, their skills as a mentor would be evident. One out of 4 novice teachers do not think principals have mentoring skills. This statistic suggests that there is not a universal commitment from the district's principals to serve as mentors to their teachers. (See Figure 27)

Survey Statement #4: Principals often serve as mentors to teachers.



The mean score is 4.37 and the 5% trimmed mean is 4.42. The standard deviation is 1.77. The Kolmogorov-Smirnov test for normality score is .00.

Skewness for survey question 4 is -.17 and kurtosis is -.54.

The mean scores lies between the agree and disagree range with little difference if the highest and lowest scores are removed. The scores are widely distributed indicating some differentiation in responses. The Kolmogorov-Smirnov normality value indicates that the scores are not normally distributed. There is a slight tendency for scores to cluster on the right side of the graph. Scores do not peak at any one value.

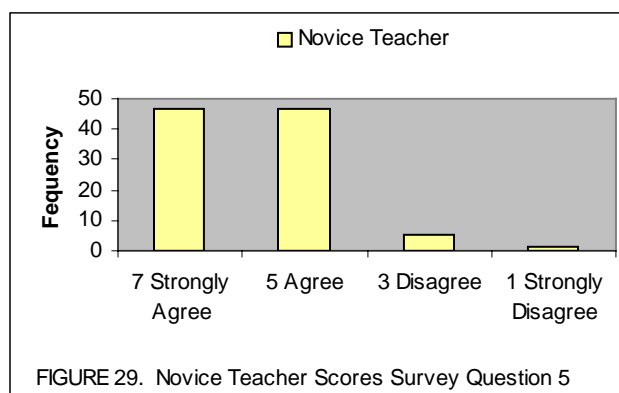
Eight percent of the novice teachers strongly disagree and 34% disagree that principals often serve as mentors to teachers. Thirty-nine percent of the respondents agree and 19% strongly agree that principals often serve as mentors to teachers.

Forty-two percent of the novice teachers indicated that principals do not mentor to novice teachers. Responses from interviewed novice teachers support this finding.

When asked what the role of the principal was in the mentoring program, one novice teacher stated, “For the most part, the principal is hands-off when it comes to mentoring”. Another novice teacher replied, “There isn’t one (a role for the principal)”. A third novice teacher said, “She usually tells our Curriculum Director what she thinks we need to work on and things.”

Novice teachers that were interviewed were asked to identify the key stakeholders in the mentoring program currently in place on their campus. None of the teachers identified the principal as a stakeholder. One would expect the principal to be named as a stakeholder if they were actively serving as a mentor. (See Figure 28)

Survey Statement #5: Schools should have a coordinator for a school-wide mentoring program.



The mean score for question five is 5.80 with a 5% trimmed mean of 5.91. The standard deviation is 1.25. The Kolmogorov-Smirnov normality score is .00. Skewness for this question is -.70 and kurtosis is .39.

The mean score is in the agree range with no significant differences in the mean when the highest and lowest scores are removed. Scores are widely distributed with some number of selections in every category. The Kolmogorov-Smirnov value for normality indicates that the scores are not normally distributed. Scores cluster on the high end of the scale and peak somewhat on the right side of the graph.

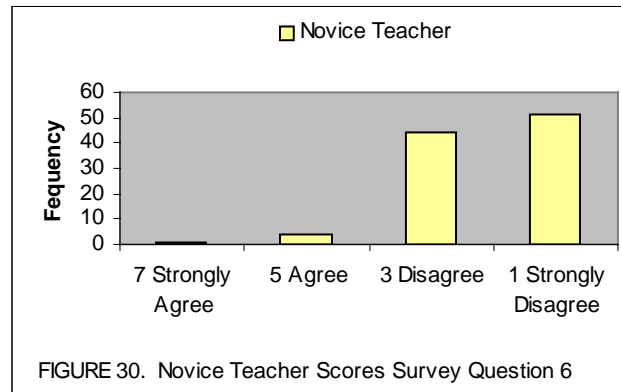
One percent of the novice teachers strongly disagree and 5% disagree that schools should have a coordinator for a school-wide mentoring program. Forty-seven percent of the mentors agree and 47% strongly agree that coordinators should be provided for a school-wide mentoring program.

Of the novice teachers, 94% indicated that there was a need for a school-wide mentoring program coordinator. One indicator for the high number of positive responses to this question may stem from the novice teacher's perception of the workload on those that are currently serving in the mentoring positions. Interview responses that address this issue included, "Basically, it is just our Curriculum Director right now. I feel like she kind of takes it on her shoulders of what she needs to take care of and kind of monitors it." A second novice teacher spoke of the number of times he was individually mentored when he said, "I think that has happened three or four times over the course of the year. We've been in school for what, six or seven months so far?" (See Figure 29)

Survey Statement #6: Once trained, mentors do not need additional support from their administrators.

The mean score is 2.09 with a 5% trimmed mean value of 1.97. The standard deviation is 1.23. The Kolmogorov-Smirnov score for normality is .00. Skewness is

.91 and the kurtosis value is .91.



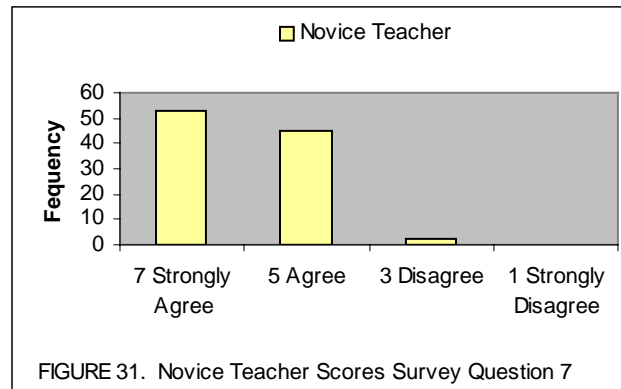
The mean score is in the disagree and strongly disagree range with no significant difference when the highest and lowest scores are removed. Scores are clustered on the low end of the graph and peak somewhat toward the far left of the graph.

Fifty-one percent of the novice teachers strongly disagreed and 44% disagreed that mentors do not need additional support from their administrators once they are trained. Four percent agreed and 1% strongly agreed that mentors do not need additional support after they are trained.

Novice teachers overwhelmingly agree (95%) that mentors need on-going support and training from their principals. (See Figure 30)

Survey Statement #7: Administrators should receive training in mentoring skills and mentoring programs.

The mean score is 6.01 with a 5% trimmed mean of 6.06. The standard deviation is 1.08. The Kolmogorov-Smirnov test for normality value is .00. Skewness is -.41 and the kurtosis score is -1.05.

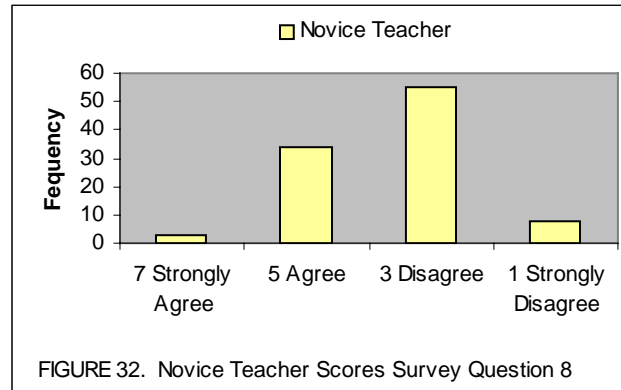


The mean score is in the in the agree and strongly agree range. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the high end of the scale resulting in a somewhat flat graph appearance due to the number of extreme scores.

Fifty-three percent of the novice teachers strongly agreed and 45% agreed that administrators should receive training in mentoring skills and mentoring programs. Two percent of the survey respondents disagreed that administrators need mentor training.

Gray and Gray (1985) state that new teachers do not seek help unless required to do so. It is important that administrators have the skills to identify novice teacher needs, be proactive in addressing issues that traditionally challenge novice teachers, and utilize mentoring best practices without being approached by the novice teacher. Ninety-eight percent of the novice teachers survey respondents support this concept and agree that principals should have mentoring skills that will help them be more successful. (See Figure 31)

Survey Statement #8: Conferencing skills are easy to develop.



The mean is 3.63 with a 5% trimmed mean of 3.64. The standard deviation is 1.31. The Kolmogorov-Smirnov value for normality is .00. Skewness is .15 and the kurtosis value is -.02.

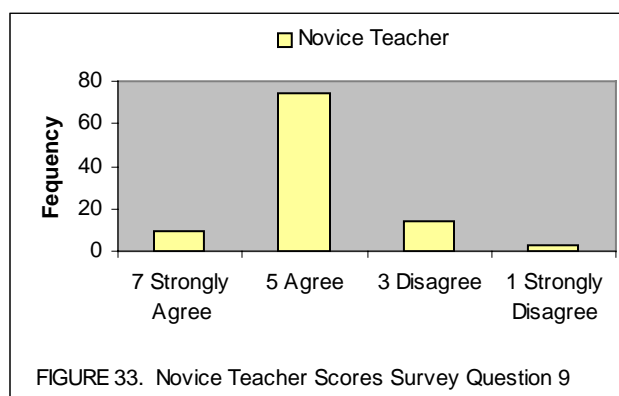
The mean falls between the agree and disagree ranges indicating a distribution of scores in those two areas. There is a wide distribution of scores for this survey question with representative scores in every scoring category. The Kolmogorov-Smirnov scores indicate that the scores are not normally distributed. There is a slightly higher number of scores on the disagree end of the graph.

Three percent of the novice teachers strongly agreed and 34% agreed that conferencing skills are easy to develop. Eight percent of the novice teachers strongly disagreed and 55% disagreed that conferencing skills are easy to develop.

Thirty-seven percent of the novice teachers indicated that they believe conferencing skills are easy to develop. I would suggest that this high percentage of responses is lack of knowledge regarding the complexity of conferencing. With little or

no experience in conducting conferences themselves, their knowledge base is limited. None of the interviewed novice teachers demonstrated strong conferencing skills. Many of their responses during the interview process were random and self-centered instead of comprehensive and program oriented. These are indicators that the novice teachers that were interviewed do not have a grounded foundation in conferencing. (See Figure 32)

Survey Statement #9: Principals have well developed conferencing skills.



The mean for survey question nine is 4.75 with a 5% trimmed mean of 4.82. The standard deviation is 1.26. The Kolmogorov-Smirnov score is .00. Skewness is -1.28 and the kurtosis value is 3.79.

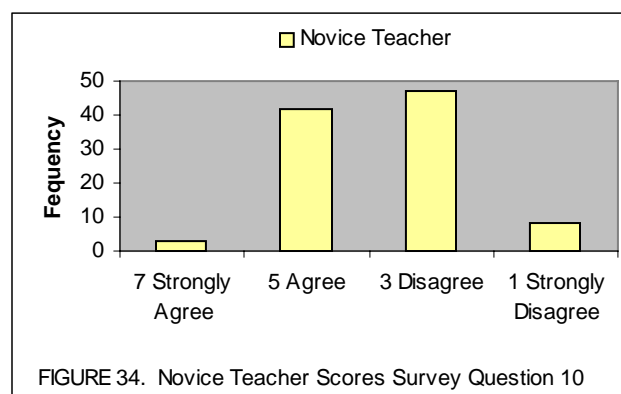
The mean is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with a cluster of scores on the high side of the graph. The Kolmogorov-Smirnov score indicated that the scores are

not normally distributed. Scores are highly clustered in the agree category with a high peak on the graph in one area on the high end of the graph.

Three percent of the novice teachers strongly disagree and 14% disagree that principals have well developed conferencing skills. Seventy-four percent of the respondent group agree and 9% strongly agree that principals have well developed conferencing skills.

Eighty-three percent of the novice teachers surveyed believe that principals have well developed conferencing skills. This confidence level may be the result of two factors. One, the novice teachers have no comparisons. Their experiences with formal conferencing is limited due to their inexperience in the profession. Secondly, most novice teachers look to the principal as leaders and successful educators. With this vision of the administrator, there would be little reason to challenge their conferencing skills at such an early stage of their career. (See Figure 33)

Survey Statement #10: Classroom observation skills are easy to develop.



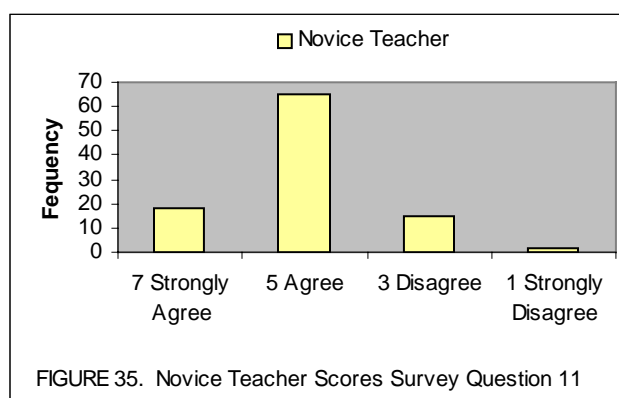
The mean for question ten is 3.76 with a 5% trimmed mean of 3.79. The standard deviation is 1.38. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.20 and the kurtosis score is -.16.

The mean score falls in the agree and disagree range. Scores are distributed across all scoring ranges. Scores cluster slightly on the disagree end of the graph with no significant peak in any one given area.

Three percent of the novice teachers strongly agree and 42% agree that observation skills are easy to develop. Forty-seven percent of the survey respondents disagree and 8 % strongly disagree that observation skills are easy to develop.

Forty-five percent of the novice teachers indicated that observations skills are easy to develop. This response is reflective of their inexperience and unfamiliarity with formal observation training. Novice teachers do go through a preliminary training for the state-wide appraisal system that includes some observation segments. However, these trainings primarily address basic qualitative and quantitative instructional issues. (See Figure 34)

Survey Statement #11: Principals have well developed classroom observation skills.



The mean score is 4.91 with a 5% trimmed mean of 5.00. The standard deviation is 1.41. The Kolmogorov-Smirnov score is .00. The skewness value is -.92 and the kurtosis is 2.16.

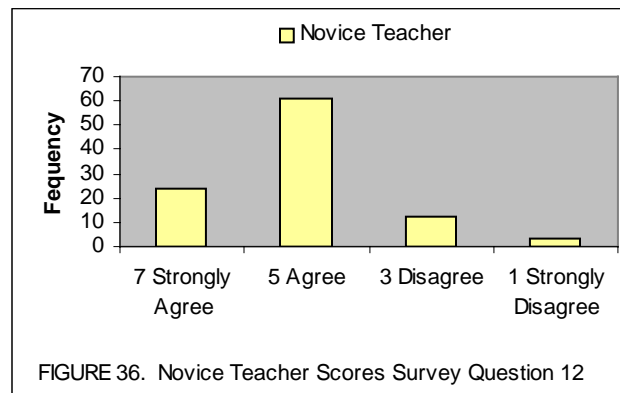
The mean is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with a cluster of values in the agree category. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are distributed heavily on the agree end of the graph and there is a peak of scores around one value.

Eighteen percent of the novice teacher strongly agreed and 65% agreed that principals have well developed classroom observation skills. Fifteen percent disagree and 2% strongly disagree that principals have well developed classroom observation skills.

The high percent of responses in the agree and strongly agree category (83%) speak to the confidence of the novice teacher in their principal's observation skills. However, their experiences are limited in this area with many of the novice teachers not having one complete observation cycle for year one in the classroom. The district is committed to doing "mini-walkthroughs" throughout the year. These are very brief visits to the classroom with identified targets by the observers. These visits often result in abbreviated checklists, with minimum verbiage, that are returned to the teacher. My suspicion is that the novice teachers are considering the quantity of observations they

receive instead of the quality of observations because they don't have the expertise to do otherwise at this stage of their career. (See Figure 35)

Survey Statement #12: Using an observation tool, such as the PDAS or COPAT is important.



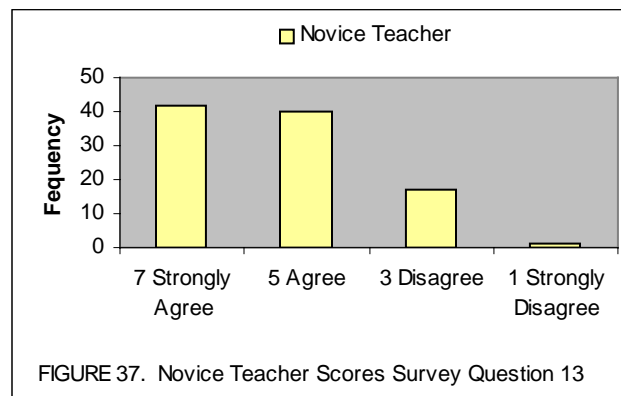
The mean score for survey question twelve is 5.10 with a 5% trimmed mean score of 5.21. The standard deviation is 1.47. The Kolmogorov-Smirnov value is .00. The skewness is -.95 and the kurtosis value is 2.02.

The mean falls in the agree range with no significant difference when the highest and lowest scores are removed. Scores are distributed across all score ranges. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the high end of the graph and there is a peak of scores around one value.

Twenty-four percent of the novice teachers strongly agree and 61% agree that an observation tool is important during a classroom observation. Twelve percent of the respondents disagree and 3% strongly disagree that an observation tool like the PDAS or COPAT is important during classroom observations.

Eighty-five percent of the novice teachers agree that an observation instrument is important when observing in the classroom. I believe the high percentage of agreement on this survey item correlates with the appraisal training that most novice teachers have recently completed. They should be familiar with the PDAS instrument and its use in the evaluative process. (See Figure 36)

Survey Statement #13: For any full observation, a pre-conference should be scheduled.



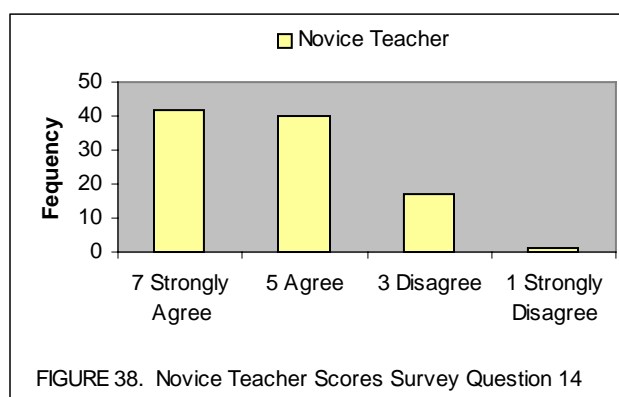
The mean score for question thirteen is 5.43 with a 5% trimmed mean of 5.51. The standard deviation is 1.56. The Kolmogorov-Smirnov score is .00. Skewness is -.66 and the kurtosis value is -.13.

The mean is in the agree range with no significant difference when the highest and lowest values are removed. The scores are widely distributed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the high end of the graph and do not peak around any one value.

One percent of the novice teachers strongly disagree and 17% disagree that a pre-conference should be scheduled prior to a full classroom observation. Forty percent agree and 42% strongly agree that a full classroom observation should require a pre-conference.

Eighty-two percent of the novice teachers believe that a pre-conference should be scheduled prior to a full classroom observation. This high percentage of agreement suggests that novice teachers want and expect to know what is going to be considered during the administrator's visit to their classroom. How the conference is conducted, and the level of expertise that the administrator has in conferencing should provide insightful information to the teacher and release anxiety that often is a precursor to these visits. (See Figure 37)

Survey Statement #14: For any full observation, a post-conference should be scheduled.



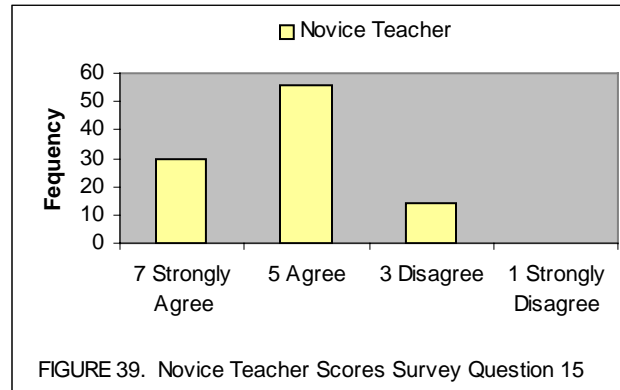
The mean score for question 14 is 6.14 with a 5% trimmed mean of 6.29. The standard deviation is 1.26. The Kolmogorov-Smirnov score is .00. Skewness is -1.53 and the kurtosis score is 3.02.

The mean score is in the agree and strongly agree range with no significant difference when the highest and lowest scores are removed. The scores are moderately distributed. The Kolmogorov-Smirnov score indicates that the scores are not normally distributed. Scores cluster on the agree end of the graph and peak around one value.

Five percent of the novice teachers disagreed that a post-conference should be held after a full observation. Thirty-two percent agreed and 63% strongly agreed that a full classroom observation should have a post-conference.

Nine-five percent of the novice teachers believe that a post-conference should take place after a full classroom observation. Such a high percentage of agreement suggests that novice teachers are receptive to feedback and have an expectation for constructive feedback. A summative conference is mandatory with the appraisal system that the district uses to evaluate teachers. They are familiar with the summative conference process for that system. There may be a correlation to the observation system that they are mandated to participate in and the high percentage of agreement regarding post-conferencing on this survey item. (See Figure 38)

Survey Question #15: Principals are responsible for the success of a school-wide mentoring program.



The mean for survey question fifteen is 5.28 with a 5% trimmed mean of 5.34. The standard deviation is 1.35. The Kolmogorov-Smirnov score is .00. The skewness is -.46 and the kurtosis value is .51.

The mean is in the agree range with no significant difference when the lowest and highest scores are removed. The scores are moderately distributed indicating that there was some variety of responses to the question. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the high end of the graph with a peak around one value.

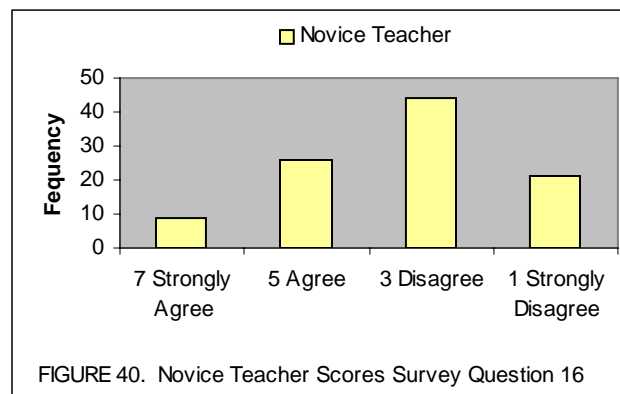
Fourteen percent of the novice teachers disagreed that principals are responsible for the success of a school-wide mentoring program. Fifty-six percent agreed and 30% strongly agreed that principals are responsible for the school's mentoring program.

Rosenholtz (1989) says that teacher values, beliefs, and actions are shaped by the structures, policies, and traditions of their workplace. The principal has a dominant role in shaping the school and creating the conditions necessary to implement an effective

teacher mentoring program. The survey supports this finding with 86% of the novice teachers agreeing that the principal is responsible for the school's mentoring program.

See Figure 39)

Survey Statement #16: Principals do provide appropriate schedules and assignments for novice teachers (fewer duties, lower class size, fewer special needs children from veteran teachers).



The mean score for question sixteen is 3.42 with a 5% trimmed mean of 3.37. The standard deviation is 1.79. The Kolmogorov-Smirnov value is .00. The skewness is .27 and the kurtosis value is -.55.

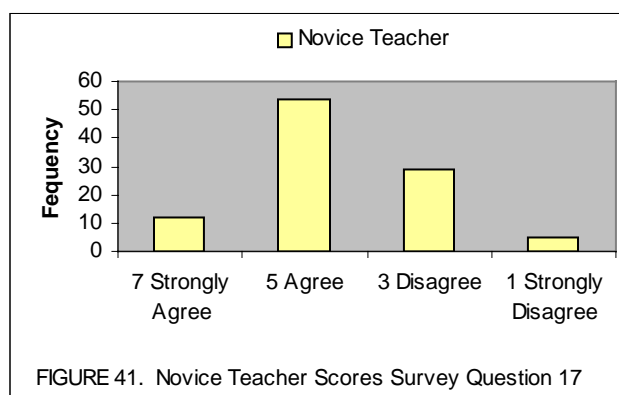
The mean score is in the disagree range with no significant difference when the highest and lowest scores are removed. The scores are widely distributed indicating that respondents did not agree universally with the responses to this survey question. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the low end of the graph and peak slightly around one value.

Nine percent of the respondents strongly agree and 26% agree that principals provide appropriate schedules and responsibilities for novice teachers. Forty-four percent disagree and 21% strongly disagree that principals are appropriately providing differentiated schedules and responsibilities for novice teachers.

Danielson (2002) reported that beginning teachers are often given more challenging teaching assignments and may not even have a room of their own. Zimmerman and Stansbury (2002) write that the first few years of teaching are stressful to beginning teachers as they face the challenges of adapting to a new workplace and new colleagues, as they experience isolation in being sequestered in their individual classrooms, and have very little free time because of the need to meet all of their assigned responsibilities. The authors cite these issues as serious considerations when preparing schedules for novice teachers.

With 65% of the novice teachers disagreeing that principals provide appropriate schedules to meet their needs, there is evidence that this issue must be further investigated. There are a multitude of possible reasons why principals prepare teaching schedules as they currently exist. However, the survey responses indicate a need to revisit the research on this issue with principals. (See Figure 40)

Survey Statement #17: Principals understand the needs of novice teachers.



The mean for question seventeen is 4.39 with a 5% trimmed mean of 4.45. The standard deviation is 1.56. The Kolmogorov-Smirnov value is .00. Skewness is -.47 and the kurtosis score is .231.

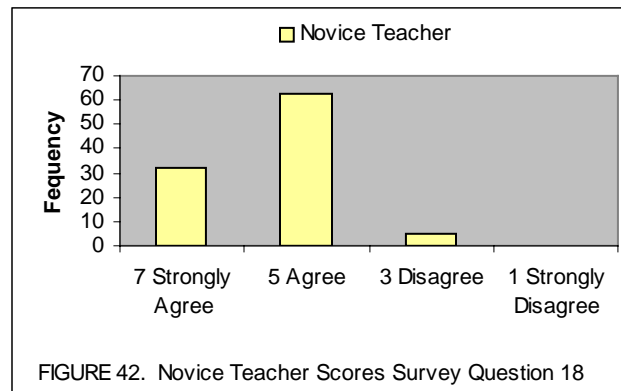
The mean is in the disagree and agree range with no significant difference when the highest and lowest scores are removed. The scores are widely distributed with a clustering of scores on the high end of the graph. Scores do peak slightly around one value on the high end of the graph.

Twelve percent of the survey respondents strongly agree and 54% agree that principals understand the needs of the novice teacher. Twenty-nine percent disagree and 5% strongly disagree that principals understand the needs of the novice teachers.

Of the novice teacher respondents, 66% feel that the principal understands their needs. Interestingly, the novice teachers that were interviewed spoke of the principal “meeting their needs” by providing resource materials. It is certainly possible that the novice teacher is thinking of “needs” as tangible products. One teacher said, “I think his

role is to ensure that the mentor has the resources needed to help her to help the teachers that she needs to help and to make sure that she is doing her part.” Others shared similar comments that suggest a lack of understanding of the “needs” for the beginning teacher. (See Figure 41)

Survey Statement #18: Principals should engage in reflective activities with their school-based mentors.

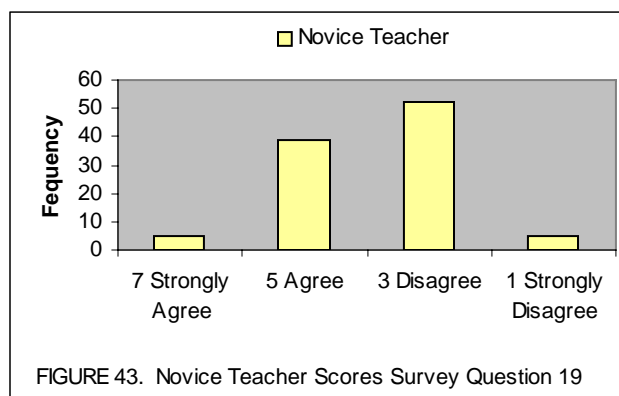


The mean for question eighteen is 5.52 with a 5% trimmed mean of 5.60. The standard deviation is 1.17. The Kolmogorov-Smirnov score is .00. Skewness is -.56 and the kurtosis value is 2.22.

The mean falls in the agree range with no significant difference when the lowest and highest values are removed. Scores are moderately distributed but not all scoring categories were selected. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the high end of the graph and there is a peak around a given value.

Five percent of the novice teachers disagree that principals should reflect with school mentors. Sixty-three percent agree and 32% strongly agree that reflective activities should take place between the principal and school-based mentors. (See Figure 42)

Survey Statement #19: Reflection skills are easy to develop.



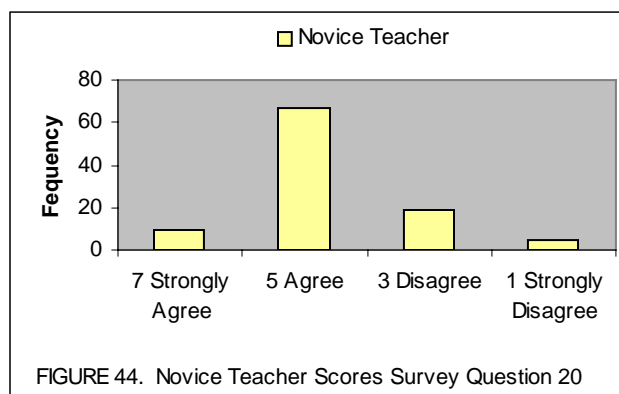
The mean score for question nineteen is 3.82 with a 5% trimmed mean of 3.83. The standard deviation is 1.33. The Kolmogorov-Smirnov score for normality is .00. Skewness is .09 and the kurtosis value is .09.

The mean falls in the disagree range with no significant difference when the highest and lowest values are removed. Scores are widely distributed with representation in all scoring categories. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster slightly on the low end of the graph and do not peak heavily around any given value.

Five percent of the novice teachers surveyed strongly disagreed and 52% disagreed that reflection skills are easy to develop. Thirty-nine percent of the survey respondents agreed and 4% strongly agreed that reflection skills are easily developed.

Forty-three percent of the novice teacher respondents believe that reflection skills are easy to develop. This can only be a result of their lack of understanding of the complexity of reflective practices. To my knowledge, reflection skills have not been addressed formally in any of the staff development sessions provided by the district to novice teachers. I suggest that the novice teachers do not have enough training in this area to make an informed and educated decision on this survey item. (See Figure 43)

Survey Statement #20: Principals have well developed reflection skills.



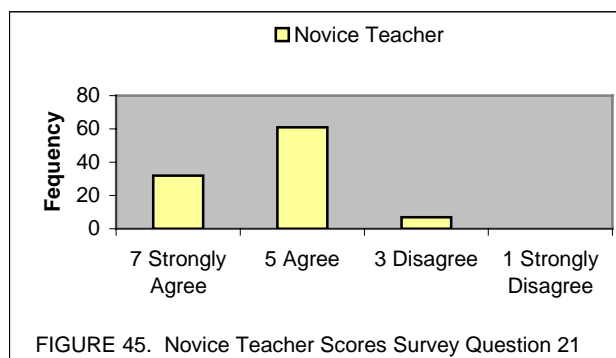
The mean score for question 20 is 4.54 with a 5% trimmed mean of 4.64. The standard deviation is 1.45. The Kolmogorov-Smirnov value is .00. Skewness is -1.21 and the kurtosis value is 2.40.

The mean score is in the disagree and agree range with no significant difference when the highest and lowest values are removed. The scores are widely distributed but are clustered to the high end of the graph. The scores do peak around one value on the high end of the graph.

Nine percent of the novice teachers strongly agree and 67% agree that principals have well developed reflection skills. Nineteen percent disagree 5% strongly disagree that principals have well developed reflection skills.

It is unlikely that novice teachers have a thorough understanding of what reflection skills involve. More likely, they associate conferencing skills and recall as reflection skills. The 76% agreement among survey respondents gives high marks in confidence to their principals regardless of whether they understand the concept of reflection or not. I wage to say that the percentage could vary if novice teachers are trained in reflective practices. (See Figure 44)

Survey Statement #21: Mentors need time to meet as a group in the school.



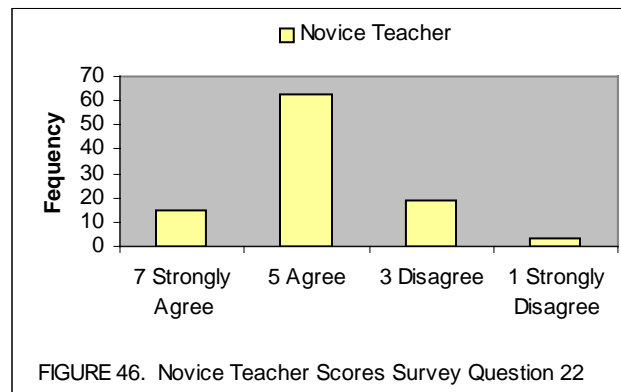
The mean for question twenty-one is 5.48 with a 5% trimmed mean of 5.56. The standard deviation is 1.22. The Kolmogorov-Smirnov value is .00. Skewness is -.57 and the kurtosis value is 1.70.

The mean is in the agree range with no significant difference when the highest and lowest values are removed. The scores are moderately distributed with a clustering of scores on the agree end of the graph. There is a peak of scores in a given range.

Seven percent of the novice teachers disagree that mentors need time to meet as a group in the school. 93% of the novice teachers feel that it is important to supply time at school for mentors to meet.

The survey respondents agree with the research that supports time for mentors to convene. Mentors hold the key that novices need to unlock their professional expertise (Barnett, 1995). Providing time for these key stakeholders to train, plan, and share as a group is critical for their own growth and for the development of quality mentoring activities. Interviews with novice teachers reflect some of their concerns for the mentors and the demands that are made on these professionals. One teacher stated, “I don’t think the mentoring program has been very successful here. Like I said, I feel like it is because there are way too many of us for one person. I feel like she already has a lot to do.” (See Figure 45)

Survey Statement #22: Principals understand the needs of mentors or mentoring programs.



The mean for question twenty-two is 4.75 with a 5% trimmed mean of 4.82. The standard deviation is 1.43. The Kolmogorov-Smirnov value is .00. Skewness is -.88 and the kurtosis value is 1.94.

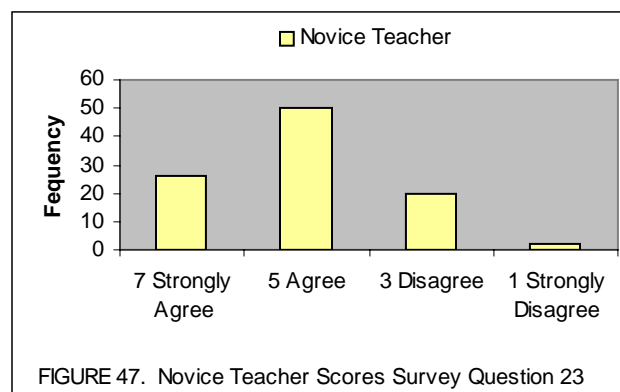
The mean is in the agree range with no significant difference when the highest and lowest values are removed. The scores are widely distributed with a clustering of scores at the agree end of the graph. Scores are peaked around a given value.

Three percent of the novice teachers strongly disagree and 19% disagree that principals understand the needs of mentors or mentoring programs. Sixty-three percent agree and 15% strongly agree that principals do understand the needs of mentors and mentoring programs.

Because the novice teacher has limited information regarding the principal's understanding of the mentor, I will assume that the responses more readily address the principal's understanding of the mentoring program. Of the novice teachers, 78% believe that the principal understands the needs of the mentoring program. These

responses may be partially influenced by the fact that every campus is required to have some mentoring practices in place. Those practices vary across the district and the degree of leadership that the principal takes in the development of the mentoring program also varies. Without further information on the part of the novice teacher, they may assume that there is understanding on the part of the principal merely because there are mentors in place on the campus. (See Figure 46)

Survey Statement #23: The retention of teachers is a responsibility of the principal.



The mean score for question twenty-three is 4.95 with a 5% trimmed mean of 5.06. The standard deviation is 1.63. The Kolmogorov-Smirnov value is .00. Skewness is -.67 and the kurtosis score is .50.

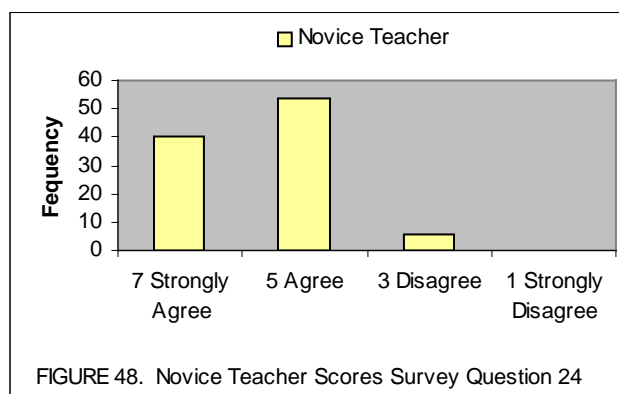
The mean score falls in the agree range with no significant difference when the highest and lowest scores are removed. The scores widely distributed with a clustering

of scores on the high end of the graph. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores peak around one value on the graph.

Twenty-six percent of the novice teachers strongly agree and 50% agree that the principal is responsible for the retention of teachers. Twenty percent disagree and 2% strongly disagree that the principal is responsibility for the retention of teachers on the campus level.

Tirozzi (2001) writes that, "...principals must spend significantly more time evaluating staff and mentoring new teachers." Studies by Ballinger (2000), Fredericks (2001) and others identify the need for campus principals to take a leadership role in modeling and supporting novice teachers if they are to remain in the profession. The novice teacher survey responses confirm their strong feeling that the principal is highly responsible for the retention of teachers on their campus. (See Figure 47)

Survey Statement #24: Following the initial training, mentors should continue to have on-going training.



The mean score for question twenty-four is 5.66 with a 5% trimmed mean of 5.76. The standard deviation is 1.24. The Kolmogorov-Smirnov test for normality value is .00. Skewness is -.74 and the kurtosis value is 1.66.

The mean score falls in the agree and strongly agree range with no significant difference when the highest and lowest scores are extracted. The scores are moderately distributed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the high end of the graph and there is a peak at the high end of the values.

Six percent of the novice teachers disagree that on-going training is needed for mentors. Fifty-four percent agree and 40% strongly agree that mentors need on-going training after they receive their initial mentoring training.

The National Foundation for the Improvement of Education report (1999) established guidelines for the implementing a successful mentoring program. One of the tenets of this report states, "...offer mentor training and support and provide on-going training for mentors and program stakeholders." The novice teacher responses concur with the research and recognize the need for sustained professional development for mentors. (See Figure 48)

TABLE 15. Statistical Data on Novice Teacher Survey Responses

	<u>M</u>	<u>Trimmed</u> <u>M</u>	<u>Std.</u> <u>Deviation</u>	<u>K-S</u>	<u>Skewness</u>	<u>Kurtosis</u>
Question 1	6.00	6.06	1.10	.00	-.48	-.87
Question 2	6.05	6.12	1.10	.00	-.59	-.76
Question 3	4.58	4.65	1.51	.00	-.63	.97
Question 4	4.37	4.42	1.77	.00	-.17	-.54
Question 5	5.80	5.91	1.25	.00	-.70	.39
Question 6	2.09	1.97	1.23	.00	.91	.91
Question 7	6.01	6.06	1.08	.00	-.41	-1.05
Question 8	3.63	3.64	1.31	.00	.15	-.02
Question 9	4.75	4.82	1.26	.00	-1.28	3.79
Question 10	3.76	3.79	1.38	.00	-.20	-.16
Question 11	4.91	5.00	1.41	.00	-.92	2.16
Question 12	5.10	5.21	1.47	.00	-.95	2.02
Question 13	5.43	5.51	1.56	.00	-.66	-.13
Question 14	6.14	6.29	1.26	.00	-1.53	3.02
Question 15	5.28	5.34	1.35	.00	-.46	.51
Question 16	3.42	3.37	1.79	.00	.27	-.55
Question 17	4.39	4.45	1.56	.00	-.47	.23
Question 18	5.52	5.60	1.17	.00	-.56	2.22
Question 19	3.82	3.83	1.33	.00	.09	.09
Question 20	4.54	4.64	1.45	.00	-1.21	2.40
Question 21	5.48	5.56	1.22	.00	-.57	1.70
Question 22	4.75	4.82	1.43	.00	-.88	1.94
Question 23	4.95	5.06	1.63	.00	-.67	.50
Question 24	5.66	5.76	1.24	.00	-.74	1.66

TABLE 16. Frequency of Novice Teacher Survey Responses

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>	
	N	%	N	%	N	%	N	%
Question 1	80	52	68	45	0	0	4	3

TABLE 16. Continued

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>		Que
	N	%	N	%	N	%	N	%	
Question 2	84	55	64	42	0	0	4	3	
Question 3	21	14	86	57	2	1	39	26	
Question 4	29	19	59	39	10	8	52	34	
Question 5	72	47	71	47	1	1	8	5	
Question 6	1	1	5	4	78	51	67	44	
Question 7	80	53	69	45	0	0	3	2	
Question 8	4	3	51	34	12	8	84	55	
Question 9	14	9	111	74	2	3	21	14	
Question 10	4	3	63	42	12	8	72	47	
Question 11	27	18	98	65	2	2	22	15	
Question 12	37	24	92	61	2	3	18	12	
Question 13	63	42	61	40	1	1	26	17	
Question 14	96	63	48	32	0	0	7	5	
Question 15	45	30	85	56	0	0	21	14	
Question 16	13	9	40	26	31	21	66	44	
Question 17	18	12	81	54	8	5	43	29	
Question 18	49	32	95	63	0	0	7	5	
Question 19	6	5	59	39	7	5	79	52	
Question 20	13	9	102	67	8	5	29	19	
Question 21	49	32	92	61	0	0	10	7	
Question 22	22	15	96	63	5	3	29	19	
Question 23	40	26	76	50	3	2	30	20	
Question 24	61	40	82	54	0	0	9	6	

Summary

Novice teacher responses were examined categorically as they shared their perceptions of the principal's mentoring skills, roles and responsibilities, training, and program implementation.

The novice teachers as a whole agreed that principals need mentoring skills, have mentoring skills, have conferencing skills, have observation skills, have reflection skills,

and believe that if principals have mentoring skills that it would positively impact the relationship between the administrator and the teachers. Novice teachers had mixed responses regarding whether or not conference, observation, and reflection skills are easy to develop.

Novice teacher survey respondents agree that principals are responsible for the success of a campus mentoring program and that schools need a mentoring coordinator. They also agree that teacher retention is the responsibility of the principal. However, the novice teacher group differed in their responses on whether or not principals serve as mentors.

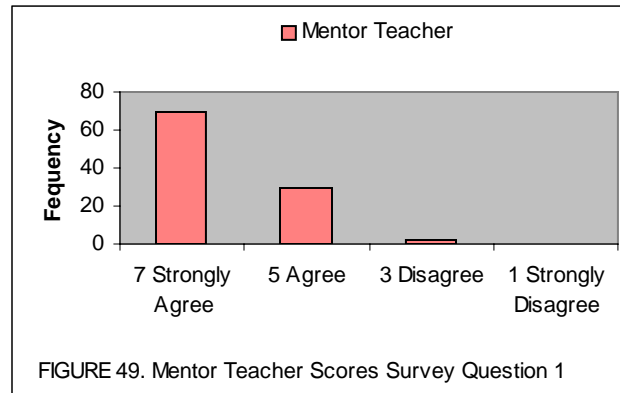
The novice teacher group indicated that they believe mentors need on-going training and administrative support after the initial training. Too, this group felt that administrators understand the needs of mentors but need training in mentoring and mentoring programs. The novice teacher group had mixed responses regarding the principal's understanding of novice teacher needs.

Novice teachers agreed that a formal classroom observation instrument is important and felt that pre-conferences and post-conferences should be conducted. Additionally, this group agreed that reflective activities should be conducted with mentors and think that mentors need time to meet together in the school. Novice teachers did not agree, as a whole, that principals provide appropriate schedules and assignments for novice teachers.

Research Question #3 – *What is the mentor's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*

Mentor Responses

Survey Statement #1: Skills of a mentor should be part of the skill-base of principals.



The mean score for question one is 6.34 with a 5% trimmed mean of 6.41. The standard deviation is 1.00. The Kolmogorov-Smirnov normality test value is .00. Skewness is -1.09 and the kurtosis value is $-.01$.

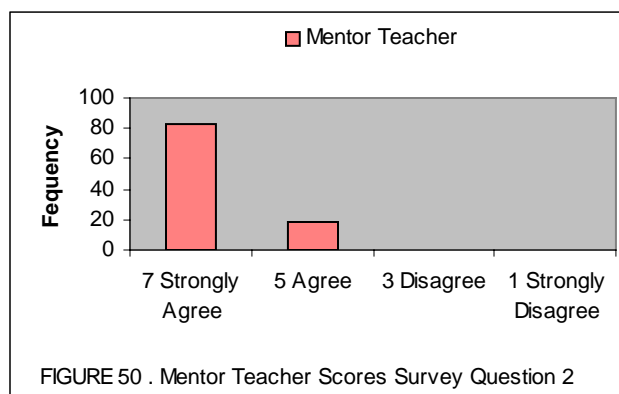
The mean scores falls in the agree and strongly agree range with no significant difference when the highest and lowest scores are removed. Scores are moderately distributed with a clustering of scores on the high end of the graph. Scores are somewhat evenly distributed on the agree end of the scale and therefore do not peak around a given value.

Two percent of the mentors surveyed disagree that principals should have mentoring skills. Thirty percent of the respondents agree and 69% strongly agree that skills of a mentor should be part of the skill-base of principals.

Wasden (1988) defines a mentor as "...a master at providing opportunities for growth of others by identifying situations and events which contribute knowledge and

experience to the life of a mentee.” Ninety-eight percent of the mentors indicated that they felt it is important for the principal to have mentoring skills. In BISD, the mentors assume most of the responsibilities of the mentoring program on their campus. I believe they take their role, as defined by Wasken, seriously and feel it is important for principals to have similar skills if they are going to understand and support their efforts. (See Figure 49)

Survey Statement #2: Having the skills of a mentor would positively impact the relationship between principals and teachers.



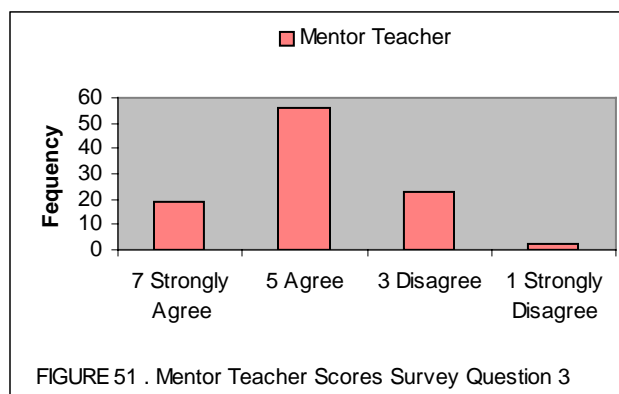
The mean score for question two is 6.66 with a 5% trimmed score of 6.73. The standard deviation is .76. The Kolmogorov-Smirnov score is .00. Skewness is -1.78 and the kurtosis value is 1.21.

The mean score is in the strongly agree range with no significant difference when the highest and lowest scores are removed. Scores are clustered indicating a high degree of agreement among the survey respondents. Scores are clustered on the high end of the graph and peaked around one value.

Three percent of the mentors disagree that relationships between principals and teachers would be impacted if the principal had mentoring skills. Eighteen percent of the mentors agreed and 83% strongly agreed that having the skills of a mentor would positively impact the relationship between principals and teachers.

Ninety-seven percent of the mentors felt that the relationship between principals and teachers would be positively impacted if principals had mentoring skills. Dodgson (1986) says that a mentor is a “trusted and experienced counselor who influenced the career development of an associate in a warm, caring and helping relationship” (p. 29-30). The survey responses from the mentors echo this belief. (See Figure 50)

Survey Statement # 3: Principals currently have the skills of a mentor.



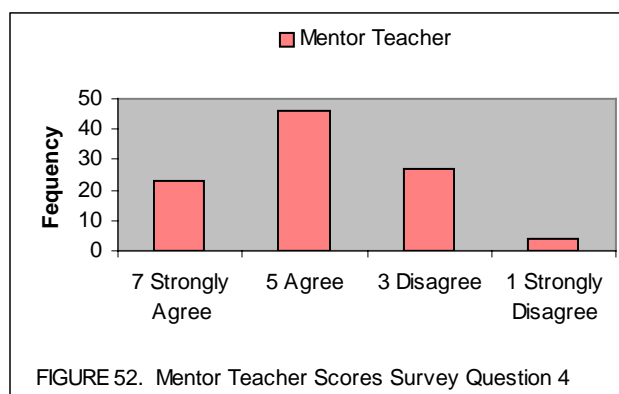
The mean score for question three is 4.80 with a 5% trimmed mean of 4.84. The standard deviation is 1.45. The Kolmogorov-Smirnov normality score is .00. Skewness is -.31 and the kurtosis value is .04.

The mean score is in the agree range with no significant difference when the highest and lowest scores are removed. The scores are distributed across all ranges indicating at least some number of responses in each category. The Kolmogorov-Smirnov value indicated that the scores are not normally distributed. Scores are clustered on the high end of the graph with a peak in the scores around one value.

Nineteen percent of the mentors strongly agree and 56% agree that principals have mentoring skills. Twenty-three percent disagree and 2% strongly disagree that principals currently have the skills of a mentor.

One out of every 4 mentors do not agree that principals have mentoring skills. Although the mentors believe that principals “should” have mentoring skills, they do not perceive that the principals currently have or adequately use these skills. If principal mentoring skills are lacking in 25% of the schools, it becomes an issue for further investigation and may lead to some important correlations regarding the high turnover at given campuses. (See Figure 51)

Survey statement #4: Principals often serve as mentors to teachers.



The mean score for question four is 4.74 with a 5% trimmed mean of 4.81. The standard deviation is 1.63. The Kolmogorov-Smirnov test for normality score is .00. Skewness is -.25 and the kurtosis score is -.49.

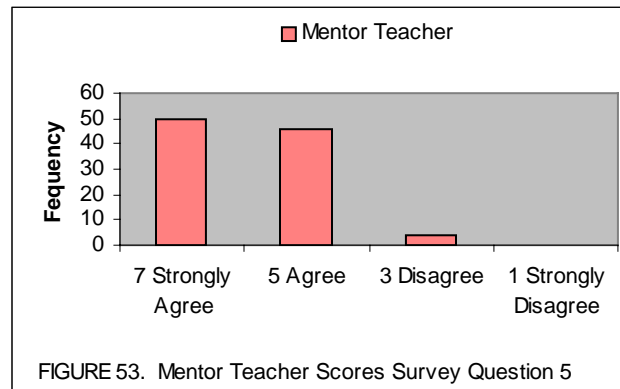
The mean score is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with some selections in each scoring category. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are cluster on the agree end of the graph with no pronounced peak for any given value.

Twenty-three percent of the mentors strongly agreed and 46% agreed that principals often serve as mentors to teachers. Twenty-seven percent disagree and 4% strongly disagree that principals often mentor to teachers.

Over one-third of the mentor respondents do not perceive the principal as a teacher mentor. Interviews with mentors indicated that principals on their campuses are not working directly with teachers in a mentoring capacity. One mentor stated, “On my campus, the principal is not really involved at all.” Another mentor said, “Yes, she serves more as a manager than a mentor.” A third mentor responded, “I’m not exactly sure... (what role the principal has in mentoring on her campus).”

Sixty-nine percent of the respondents agreed that principals serve as mentors to teachers. What they are interpreting as “mentoring to teachers” may need further clarification if the interview responses are indicators of what is actually happening. (See Figure 52)

Survey Statement #5: Schools should have a coordinator for a school-wide mentoring program.



The mean score for question five is 5.91 with a 5% trimmed mean of 6.00. The standard deviation is 1.16. The Kolmogorov-Smirnov normality test value is .00. Skewness is -.51 and the kurtosis value is -.66.

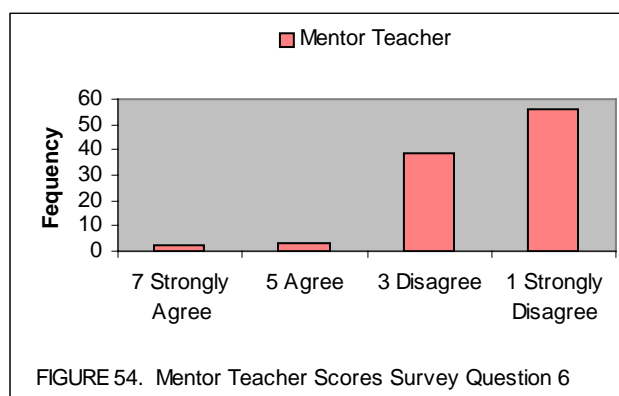
The mean score is in the agree and strongly agree range. Scores are clustered in one area denoting a high degree of agreement among the respondents. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the high end of the graph with no apparent peak for one value.

Only 4% of the mentors disagreed that schools should have a coordinator for a school-wide mentoring program. Forty-six percent of the mentors agreed and 50% strongly agreed that school-wide mentoring program should have a coordinator.

When a mentoring program is properly developed and carefully monitored, it is a powerful tool that may be used to bring about more effective school practice (Daresh & Playko, 1990). Providing a campus coordinator is certainly one component in the proper development of a mentoring program. Mentors strongly agree with this research.

Ninety-six percent of all the mentors felt that a school-wide mentoring coordinator is needed. They have seen and felt first hand the time and energy that is required to properly support the novice teacher. (See Figure 53)

Survey statement #6: Once trained, mentors do not need additional support from their administrators.



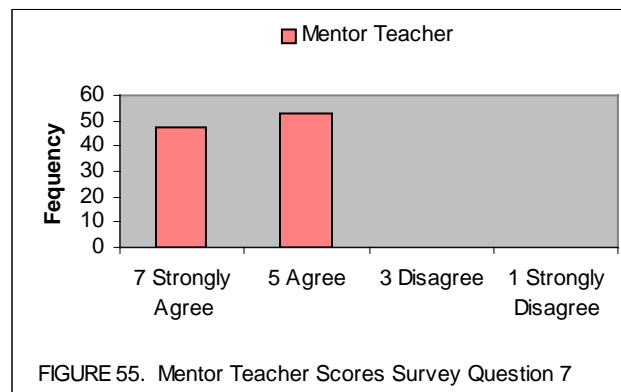
The mean score for question six is 2.09 with a 5% trimmed mean of 1.97. The standard deviation is 1.23. The Kolmogorov – Smirnov value is .00. Skewness is .91 and the kurtosis score is .91.

The mean is in the disagree and strongly disagree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with scores represented in all categories. Scores cluster on the low end of the scale and peak slightly at the low end of the graph.

Fifty-six percent of the mentors strongly disagree and 39% disagree that the initial mentor training for mentors is sufficient. Three percent agree and 2% strongly agree that mentors do not need additional support beyond the initial mentor training.

Ninety-six percent of the mentors feel that they need on-going support from their administrators after their initial training. Their responses are supported by the work of Kyle, Moore, and Sanders (1999) that address the importance of mentors to participate in professional development while assuming the responsibility of mentor. Barnett (1995) says that embodying the philosophy and qualities of a “cognitive coach,” mentors become the catalysts for developing expertise in reflective thinking, cognitive development, and problem solving with the novice with whom they work. To accomplish these goals the mentors must engage in on-going training and professional development. Mentors must have principal support for sustained growth. The mentors echo this feeling with their survey responses. (See Figure 54)

Survey statement #7: Administrators should receive training in mentoring skills and mentoring programs.



The mean for question seven is 5.94 with a 5% trimmed mean of 5.94. The standard deviation is 1.00. The Kolmogorov-Smirnov normality test value is .00. Skewness is .12 and the kurtosis value is -2.05.

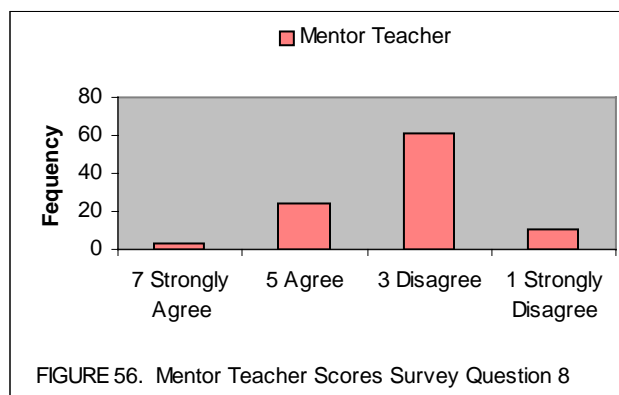
The mean scores is in the agree and strongly agree range with no change when the highest and lowest scores are removed. Scores are tightly clustered indicating a agreement among the survey respondents. All scores are on the high end of the graph with a relatively flat graph line indicating that there is an apparent equalization of distributed scores on the agree end of the graph.

All (100%) of the surveyed mentors were in agreement that administrative training was important. Fifty-three percent of the mentors agreed and 47% strongly agreed that administrators should receive training in mentoring skills and mentoring programs.

There is no doubt that the mentors feel a sense of urgency regarding the need for administrators to receive mentor training when there is 100% consensus from the respondents. Understanding the role of the mentor and the influence of the mentor on novice teachers is a key component in the success of the novice teacher. For this to happen, principals must be educated regarding mentoring best practices and their benefits.

When mentors were interviewed, their comments support the data. One mentor said, “I think that they (principals) need to understand first of all the value of mentoring...” Another mentor replied, “They (principals) need to understand how to be a mentor as well as in some situations and how to support the new teachers and mentors.” (See Figure 55)

Survey statement #8: Conferencing skills are easy to develop.



The mean score for question eight is 3.63 with a 5% trimmed mean of 3.64. The standard deviation is 1.31. The Kolmogorov-Smirnov value for normality is .00.

Skewness is .15 and the kurtosis score is -.02.

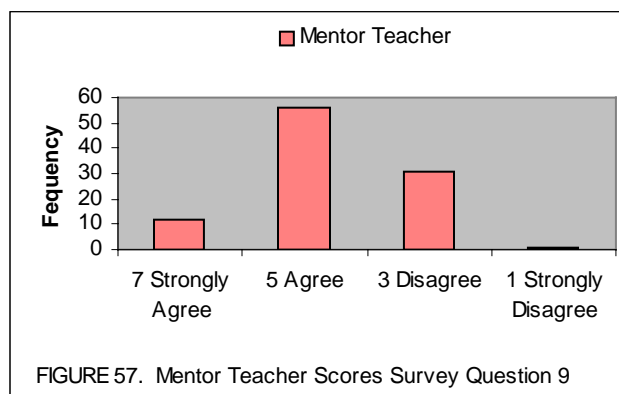
The mean score is in the disagree range with no significant difference when the highest and lowest values are removed. Scores are widely distributed with representation in all scoring categories. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the disagree end of the graph and do peak slightly around one value.

Eleven percent of the mentors strongly disagree and 61% disagree that conferencing skills are easy to develop. Twenty-four percent of the mentors agree and 3% strongly agree that conferencing skills are easy to develop.

Almost 30% of the mentors indicated that they feel conferencing skills are easy to develop. This reflects the low number of mentors in the district that have had developmental training. Proper use of stems to identify the novice teacher's level of

concern is a critical component of the conference and demands background knowledge by the mentor. Current district training does not include the development of this skill. Survey responses indicate a need to pursue conferencing training. (See Figure 56)

Survey statement #9: Principals have well developed conferencing skills.



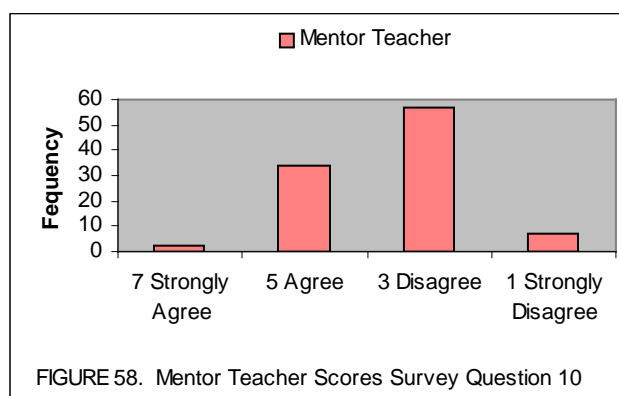
The mean for question nine is 4.54 with a 5% trimmed mean of 4.52. The standard deviation is 1.33. The Kolmogorov-Smirnov normality score is .00. Skewness is -.02 and the kurtosis value is -.19.

The mean is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with some representative selection in all scoring categories. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores tend to cluster slightly on the agree end of the graph and there is no strong peak around any given value.

One percent of the mentors strongly disagreed and 31% disagreed that principals have well developed conferencing skills. Fifty-six percent agreed and 12% strongly agreed that principals do have well developed conferencing skills.

One-third of the mentors surveyed did not feel that principals have well developed conferencing skills. Principals must model conferencing best practices and provide leadership in this area if mentors are expected to do the same for novice teachers. One of the interviewed mentors said, “I do think that they (principals) need some more training like in consultation.” (See Figure 57)

Survey statement #10: Classroom observation skills are easy to develop.

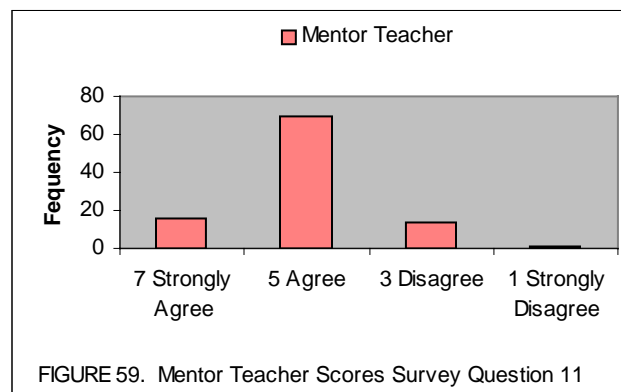


The mean score for question ten is 3.60 with a 5% trimmed mean of 3.63. The standard deviation is 1.24. The Kolmogorov-Smirnov value is .00. Skewness is .07 and the kurtosis score is -.10.

The mean is in the disagree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed but appear heaviest in the low end of the graph. Scores cluster on the disagree end of the graph and show a slight peak around one value.

Seven percent of the mentors strongly disagree and 57% disagree that classroom observation skills are easy to develop. Thirty-four percent agree and 2% strongly agree that classroom observation skills are easily developed. (See Figure 58)

Survey statement #11: Principals have well developed classroom observation skills.



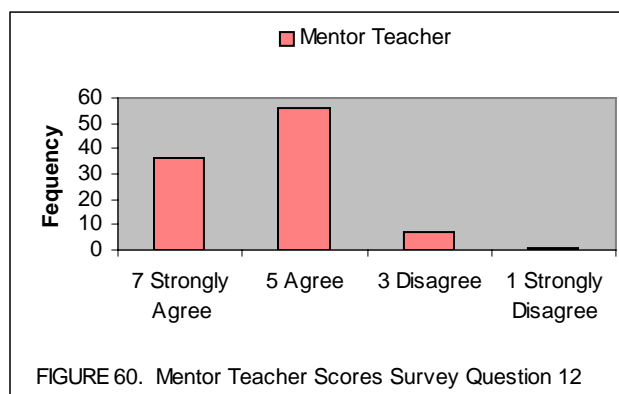
The mean score for question eleven is 4.97 with a 5% trimmed mean of 5.00. The standard deviation is 1.20. The Kolmogorov-Smirnov normality value is .00. Skewness is -.41 and the kurtosis value is 1.28.

The mean score is in the agree range with no significant difference when the highest and lowest scores are extracted. There is some degree of representation in all scoring categories. Scores are clustered on the high end of the graph with a peak around one of the values.

One percent of the mentors strongly disagreed and 14% disagreed that principals have well developed classroom observation skills. Sixty-nine percent agreed and 16% strongly agreed that principals did have well developed classroom observation skills.

Of the mentors, 85% indicated that they believe principals have well developed classroom observation skills. Mentors scored principals higher in this area than they did in conferencing. This may be because of the number of observations that administrators are required to complete as a part of the state and district teacher appraisal system. They may be seen in more classrooms than they are seen conferencing. Unfortunately, presence in a classroom does not always correlate with skill to observe. (See Figure 59)

Survey statement #12: Using an observation too, such as the PDAS or COPAT is important.



The mean score for question twelve is 5.51 with a 5% trimmed mean of 5.60. The standard deviation is 1.30. The Kolmogorov-Smirnov normality value is .00. Skewness is -.64 and the kurtosis score is .90.

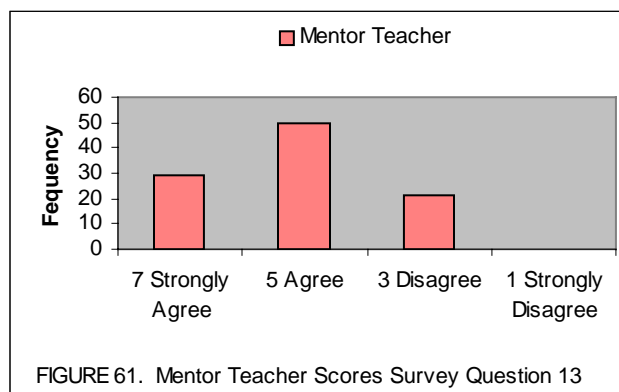
The mean score is in the agree and strongly agree range with no significant difference when the highest and lowest scores are removed. The scores are widely distributed with some representation in every scoring category. The Kolmogorov-

Smirnov value indicates that the scores are not normally distributed. Scores cluster heavily on the agree end of the graph with a slight peak around one value.

One percent of the survey respondents strongly disagree and 7% disagree that an observation instrument is important. Fifty-six percent agree and 36% strongly agree that using an observation tool, such as the PDAS or COPAT is important.

Ninety-two percent of the mentors support the use of an observation tool while observing in a classroom. Using an instrument helps provide focus, structure, and tangible documentation that can be referenced during the post-conference or other times of reflection. One of the interviewed mentors stated, “I think they (principals) need to be trained in first of all what a good lesson looks like and also being able to talk to teachers after reviewing a lesson. They need to have good communication with those teachers.” I believe that the strong response for use of an observation tool is seen as a consistent and supportive means of communicating what was seen during a lesson. (See Figure 60)

Survey statement #13: For any full observation, a pre-conference should be scheduled.



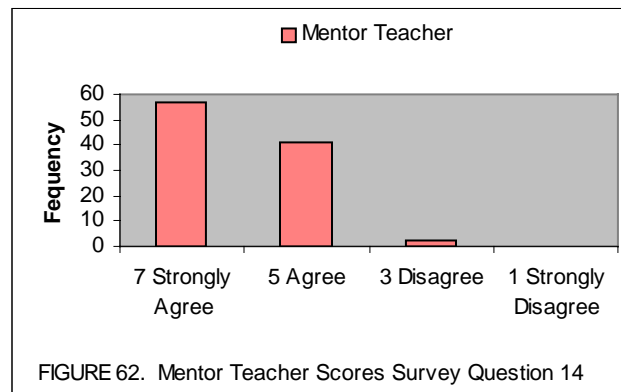
The mean score for question thirteen is 5.14 with a 5% trimmed mean of 5.16. The standard deviation is 1.42. The Kolmogorov-Smirnov normality test value is .00. Skewness is -.10 and the kurtosis value is -.96.

The mean score is in the agree range with no significant difference when the highest and lowest values are removed. The scores are moderately distributed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered slightly on the high end of the graph with a slight peak around one of the values.

Twenty-one percent of the mentors disagreed that a pre-conference should be scheduled before any full classroom observation. Fifty percent of the mentor respondents agreed and 29% strongly agreed that a pre-conference is important when holding a full classroom observation.

Seventy-nine percent of the surveyed mentors feel a pre-conference is important. As mentors increase the number of classroom observations across the district, they are recognizing the value and importance of the pre-conference with their mentee. How the conference time is being used and whether or not mentors are trained to conduct meaningful conferences prior to the classroom observation are critical issues. (See Figure 61)

Survey statement #14: For any full observation, a post-conference should be scheduled.

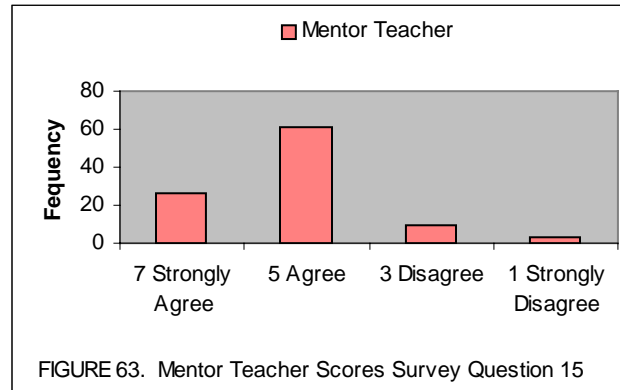


The mean for question fourteen is 6.11 with a 5% trimmed mean of 6.16. The standard deviation is 1.06. The Kolmogorov-Smirnov normality value is .00. Skewness is -.54 and the kurtosis value is -1.07.

The mean score is in the agree and strongly agree range with no significant difference when the highest and lowest scores are removed. Scores are moderately distributed with a clustering of scores on the agree end of the graph. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. The scores do not peak in one area of the graph indicating that there was not a preponderance of agreement on any one scoring selection.

Two percent of the mentor respondents disagreed that a post-conference should be held after a full classroom observation. Forty-one percent of the mentors agreed and 57% strongly agreed that a post-conference should be scheduled for any full classroom observation. (See Figure 62)

Survey statement #15: Principals are responsible for the success of a school-wide mentoring program.



The mean score for question fifteen is 5.17 with a trimmed mean of 5.29. The standard deviation is 1.46. The Kolmogorov-Smirnov value for normality is .00. Skewness is -1.13 and the kurtosis score is 3.01.

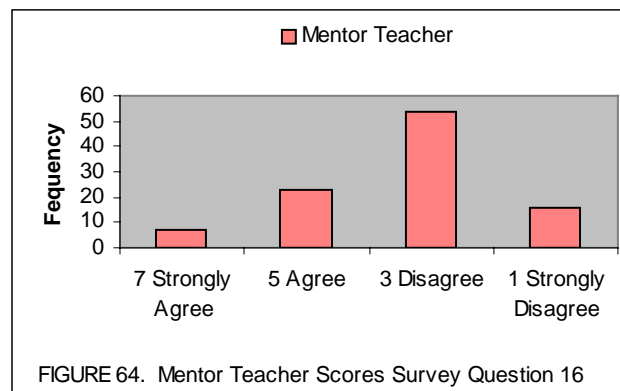
The mean score is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are moderately distributed with a large number of scores clustered on the agree end of the graph. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores peak heavily around one value.

Three percent of the mentors strongly disagreed and 10% disagreed that principals are responsible for the success of a school-wide mentoring program. Sixty-one percent agreed and 26% strongly agreed that the success of a mentoring program is the responsibility of the principal.

The school principal must provide strong leadership regardless of the structure of the mentoring program (Brock & Grady 1998). In addition, principals must create the

conditions and design for an effective mentoring program, select, train, and support mentors, and continually evaluate and revise their programs based on feedback from mentors and their mentees. The survey respondents support this research with 87% of the survey respondents agreeing that the principal is responsible for the success of the campus mentoring program. (See Figure 63)

Survey statement #16: Principals do provide appropriate schedules and assignments for novice teachers (fewer duties, lower class size, fewer special needs children from veteran teachers).



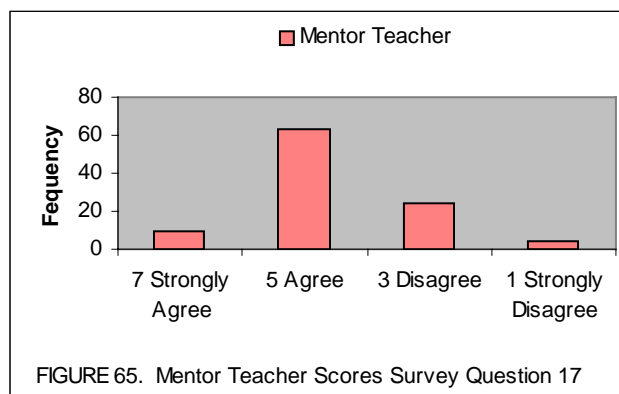
The mean score for question sixteen is 3.43 with a 5% trimmed mean of 3.37. The standard deviation is 1.59. The Kolmogorov-Smirnov test for normality value is .00. Skewness is .48 and the kurtosis value is .04.

The mean score is in the disagree range with no significant difference when the highest and lowest scores are removed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the disagree end of the graph with a peak around one value.

Sixteen percent of the mentors strongly disagree and 54% disagree that principals provide appropriate schedules and assignments for novice teachers. Twenty-three percent of the mentors agreed and 7% strongly agreed that appropriate schedules and assignments are being provided for novice teachers by their principals.

Newhall et al (1994) writes that effective mentoring programs can lower the attrition. Rate for new teachers and significantly facilitate their induction into the profession. In accordance with this research, The National Foundation for the Improvement of Education report (1999) identifies careful teacher placement as a critical component in the development of an effective mentoring program. The report further states that principals must create conditions that lead to success. These include reduced or modified course loads for novice teachers. Seventy percent of the survey respondents do not feel that these considerations are being made for novice teachers. This could be a critical issue in the retention of novice teachers throughout the district. (See Figure 64)

Survey statement #17: Principals understand the needs of novice teachers.



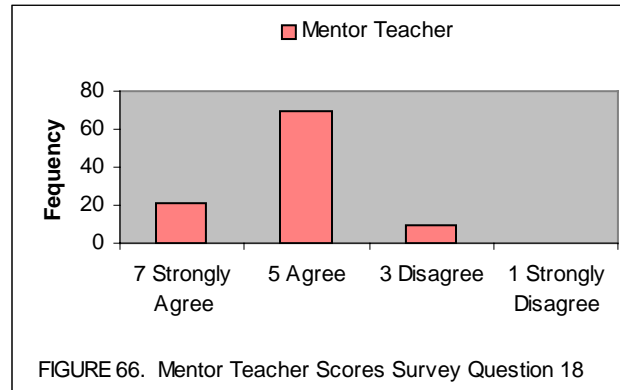
The mean score for question seventeen is 4.51 with a 5% trimmed mean of 4.56. The standard deviation is 1.34. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.57 and the kurtosis score is .71.

The mean is in the disagree and agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed but clustered on the high end of the graph. Scores peak around one value on the agree end of the graph.

Four percent of the mentors strongly disagree and 24% disagree that principals understand the needs of the novice teacher. Sixty-three percent of the mentors agree and 9% strongly agree that the needs of the novice teacher are understood by principals.

Seventy-two percent of the survey respondents believe that the principal does understand the needs of novice teacher. However, this high percent of confidence somewhat contradicts the high percentage of disagreement that principals are meeting novice teacher needs in the area of special assignments, reduced levels of responsibility, and challenging schedules. If principals truly understand the needs of the novice teacher, one would expect a higher correlation between these issues. If the principals understand the needs of the novice teacher, they apparently are not implementing practices that support them. (See Figure 65)

Survey statement #18: Principals should engage in reflective activities with their school-based mentors.



The mean score for question eighteen is 5.23 with a 5% trimmed mean of 5.25. The standard deviation is 1.11. The Kolmogorov-Smirnov value for normality is .00. Skewness is .06 and the kurtosis value is .26.

The mean score is in the agree range with no significant difference when the highest and lowest scores are extracted. Scores are moderately distributed across scoring ranges with a clustering on the high end of the scale. Scores peak around one given value.

Ten percent of the mentors disagree that principals should engage in reflective activities with their school-based mentors. Sixty-nine percent of the mentors agree and 21% strongly agree that reflective activities between the principal and mentors are important.

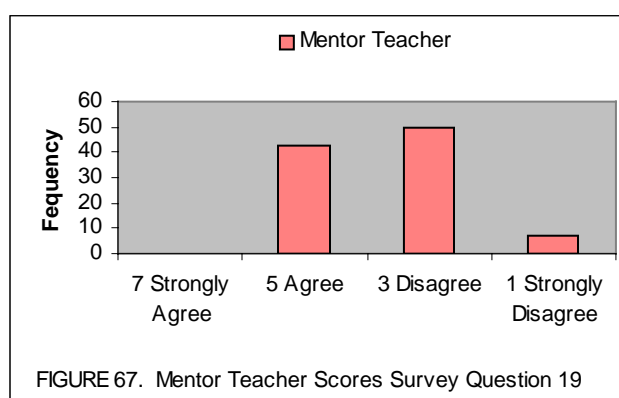
Bercik (1994) writes that the principal's work with the establishment and support of a mentoring program falls within the principal's function as a school's educational leader. Additionally, Sweeney (1998) says that a quality mentoring program can be

designed to achieve a variety of purposes, but the leadership makes all the difference. If a mentoring program is to be successful, the mentors must be properly trained and the program must be appropriately evaluated. If principals participate in reflective activities with their mentors, they are better able to support the program and evaluate the effectiveness of existing practices.

Interviewed mentors addressed this need when asked what skills a principal should have in order to support mentoring on their campus. One interviewee replied, “They should be very reflective themselves – good reflective practitioners – and be able to model that for new teachers.”

The survey respondents agree that reflective practices between the mentor and principal are a needed component in the campus-based mentoring program. (See Figure 66)

Survey statement #19: Reflection skills are easy to develop.



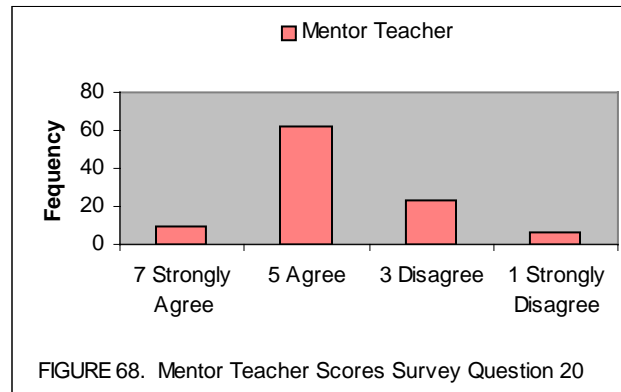
The mean score for question nineteen is 3.71 with a 5% trimmed mean of 3.79. The standard deviation is 1.23. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.39 and the kurtosis score is -.63.

The mean falls in the disagree and agree range with no significant difference when the highest and lowest scores are removed. Scores are moderately distributed. Scores cluster slightly on the disagree end of the graph with no apparent peak around a given value.

Seven percent of the mentors strongly disagree and 50% disagree that reflection skills are easy to develop. Forty-three percent of the mentors agree that reflection skills are easy to develop.

There is no apparent consensus among the mentors regarding the ease in developing mentoring skills. This suggests that perhaps there is not a thorough understanding of what reflection is and how reflection skills are developed and used to mentor. Professional development regarding reflection and reflective activities would be an appropriate topic to address with mentors district-wide. (See Figure 67)

Survey statement #20: Principals have well developed reflection skills.



The mean score for question twenty is 4.37 with a 5% trimmed mean of 4.47. The standard deviation is 1.60. The Kolmogorov-Smirnov value for normality is .00. Skewness is -1.07 and the kurtosis score is 1.56.

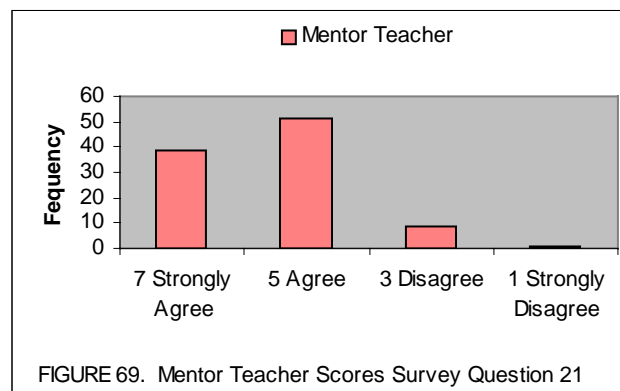
The mean score is in the disagree and agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with selections in all scoring categories. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores cluster on the agree end of the graph and peak around a given value.

Nine percent of the mentors strongly agree and 62% agree that principals have well developed reflection skills. Twenty-three percent disagree and 6% strongly disagree that principals have well developed reflection skills.

Almost one-third of the surveyed mentors do not feel that principals have well developed reflection skills. This may be the result of not being engaged in reflective activities with their principal. When interviewed, mentors said, “We meet mid-year and

its kind of informal and we talk about what is happening and she tells us hat she sees. We go on from there.” Another mentor replied, “We do not have a formal program in place. We meet once in awhile when we can get together. The mentors are invited to go to the BEST program once a month but it is optional, nothing they have to do.” A third mentor shared, “I make most of the decisions as far as what goes on in most of our meetings and stuff like that. I am the primary person that handles that.” These statements indicate that little reflection is going on between the principal and mentors. (See Figure 68)

Survey statement #21: Mentors need time to meet as a group in the school.



The mean score for question twenty-one is 5.54 with a 5% trimmed mean of 5.63. The standard deviation is 1.36. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.68 and the kurtosis score is .58.

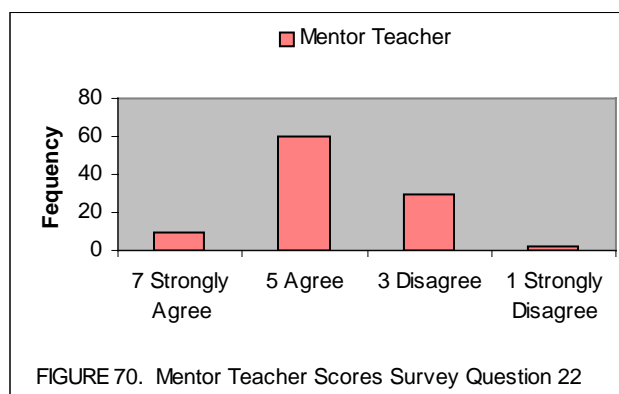
The mean score is in the agree range with no significant difference when the highest and lowest values are removed. Scores are widely distributed with all possible

scoring categories having some representation. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are clustered on the agree end of the graph and peak slightly around one value.

Nine percent of the mentor respondents disagree and 1% strongly disagree that mentors need time to meet as a group in a school. Fifty-one percent of the mentors agreed and 39% strongly agreed that mentors do need time to meet as a group in a school.

The National Foundation for the Improvement of Education report (1999) reports that all stakeholders must be actively involved in the mentoring program planning and implementation if the program is to be successful. It further reports that creating time for mentoring is critical. The mentor survey respondents support this finding as 90% concur that mentors need time to meet as a group in the school. (See Figure 69)

Survey statement #22: Principals understand the needs of mentors or mentoring programs.



The mean score for question twenty-two is 4.50 with a 5% trimmed mean of 4.49. The standard deviation is 1.27. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.20 and the kurtosis score is .06.

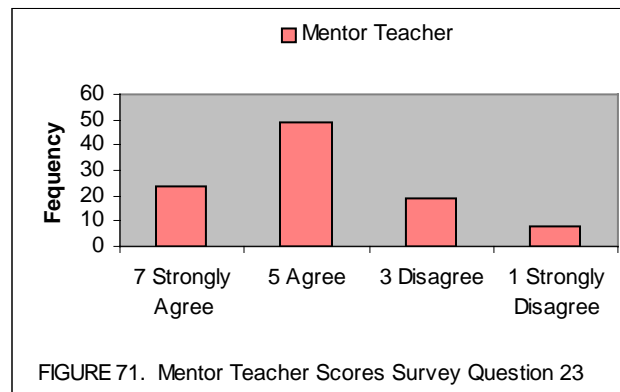
The mean score is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with some representation in all scoring categories. Scores cluster on the agree end of the graph and peak around one value.

Two percent of the mentors strongly disagree and 29% disagree that principals understand the needs of mentors and mentoring programs. Sixty percent agree and 9% strongly agree that principals understand the needs of mentors and mentoring programs.

One out of three mentors do not feel that principals understand the needs of mentors or mentoring programs. Comments from the interviewed mentors suggest a feeling of nonsupport in some areas. One interviewed mentor said, “On my campus, there is no administrative involvement.” A second mentor replied, “I am the primary person that handles that (mentoring program on the campus).” Another mentor comment was, “We (mentors) meet once in awhile when we can get together. We do not have a formal mentoring program.”

If 69% of the mentors agree that principals understand mentor and mentor program needs, one must speculate that those needs are not being addressed district-wide. (See Figure 70)

Survey statement #23: The retention of teachers is a responsibility of the principal.



The mean score for question twenty-three is 4.72 with a 5% trimmed mean of 4.86. The standard deviation is 1.86. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.79 and the kurtosis score is .39.

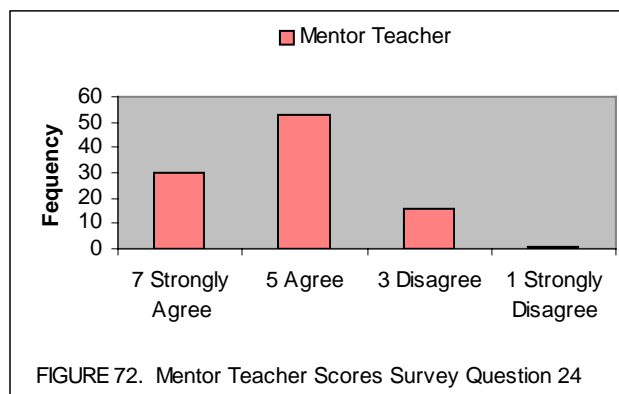
The mean is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with a clustering of scores on the agree end of the graph. Scores peak around one value on the graph.

Eight percent of the mentors strongly disagree and 19% disagree that principals are responsible for the retention of teachers. Forty-nine percent agree and 24% strongly agree that the retention of teachers is the responsibility of the principal.

Mentoring programs has been identified as a positive, effective means of ameliorating some of the causes of the high attrition rate among beginning teachers (Darling-Hammond 1997; 2000b; Moir 2001; Scherer 2001; Weiss & Weiss 1999). Furthermore, Odell and Ferraro (1992) write that mentoring programs show particular promise in making a decisive difference in whether a new teacher continues in the

profession. Whereas the principal has the authority and responsibility to implement and evaluate the mentoring program on the campus, they play a critical role in the retention of teachers. This research is supported by 73% of the mentor survey respondents. (See Figure 71)

Survey statement #24: Following the initial training, mentors should continue to have on-going training.



The mean score for question twenty-four is 5.23 with a 5% trimmed mean of 5.29. The standard deviation is 1.43. The Kolmogorov-Smirnov value for normality is .00. Skewness is -.42 and the kurtosis score is .09.

The mean score is in the agree range with no significant difference when the highest and lowest scores are removed. Scores are widely distributed with representation in all scoring categories. The Kolmogorov-Smirnov score indicates the scores are not normally distributed. Scores cluster on the agree end of the graph with a slight peak around one of the values.

Thirty percent of the mentors responding to the survey strongly agreed and 53% agreed that mentors should continue to have on-going training after an initial training takes place. Sixteen percent of the mentors disagreed and 1% strongly disagreed that additional training is important after an initial mentoring training occurs.

A successful mentoring partnership is achieved when a close relationship between two people allows the mentor to guide and assist the novice to a level of personal and professional excellence not gained previously. Guiding and assisting novice teachers to levels of excellence is a demanding and challenging role. Such a role requires specialized and on-going training. The survey respondents recognize the need for sustained professional development. 83% of the mentors agree that on-going training is needed after the initial mentor training is completed. (See Figure 72)

TABLE 17. Statistical Data on Mentor Survey Responses

	<u>M</u>	<u>Trimmed</u> <u>__M__</u>	<u>Std.</u> <u>Deviation</u>	<u>K-S</u>	<u>Skewness</u>	<u>Kurtosis</u>
Question 1	6.34	6.41	1.00	.00	-.1.09	-.01
Question 2	6.66	6.73	.76	.00	-1.78	1.21
Question 3	4.80	4.84	1.45	.00	-.31	.04
Question 4	4.74	4.81	1.63	.00	-.25	-.49
Question 5	5.91	6.00	1.16	.00	-.51	-.66
Question 6	2.09	1.97	1.23	.00	.91	.91
Question 7	5.94	5.94	1.00	.00	.12	-2.05
Question 8	3.63	3.64	1.31	.00	.15	-.02
Question 9	4.54	4.52	1.33	.00	-.02	-.19
Question 10	3.60	3.63	1.24	.00	.07	-.10
Question 11	4.97	5.00	1.20	.00	-.41	1.28
Question 12	5.51	5.60	1.30	.00	-.64	.90

TABLE 17. Continued

	<u>M</u>	<u>Trimmed</u> <u>__M__</u>	<u>Std.</u> <u>Deviation</u>	<u>K-S</u>	<u>Skewness</u>	<u>Kurtosis</u>
Question 13	5.14	5.16	1.42	.00	-.10	-.96
Question 14	6.11	6.16	1.06	.00	-.54	-1.07
Question 15	5.17	5.29	1.46	.00	-1.13	3.01
Question 16	3.43	3.37	1.59	.00	.48	.04
Question 17	4.51	4.56	1.34	.00	-.57	.71
Question 18	5.23	5.25	1.11	.00	.06	.26
Question 19	3.71	3.79	1.23	.00	-.39	-.63
Question 20	4.37	4.47	1.60	.00	-1.07	1.56
Question 21	5.54	5.63	1.36	.00	-.68	.58
Question 22	4.50	4.49	1.27	.00	-.20	.06
Question 23	4.72	4.86	1.86	.00	-.79	.39
Question 24	5.23	5.29	1.43	.00	-.42	.09

TABLE 18. Frequency of Mentor Survey Responses

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>	
	N	%	N	%	N	%	N	%
Question 1	48	69	21	30	0	0	1	2
Question 2	58	83	12	18	0	0	0	0
Question 3	13	19	39	56	2	2	16	23
Question 4	16	23	32	46	3	4	19	27
Question 5	35	50	32	46	0	0	3	4
Question 6	2	2	2	3	39	56	27	39
Question 7	33	47	37	53	0	0	0	0
Question 8	2	3	17	24	8	11	43	61
Question 9	8	12	39	56	1	1	22	31
Question 10	1	2	24	34	5	7	40	57
Question 11	11	16	48	69	1	1	10	14
Question 12	25	36	39	56	1	1	5	7
Question 13	20	29	35	50	0	0	15	21

TABLE 18. Continued

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Strongly Disagree</u>		<u>Disagree</u>	
	N	%	N	%	N	%	N	%
Question 14	40	57	29	41	0	0	1	2
Question 15	18	26	43	61	2	3	7	10
Question 16	5	7	16	23	11	16	38	54
Question 17	6	9	44	63	3	4	17	24
Question 18	15	21	48	69	0	0	7	10
Question 19	0	0	30	43	5	7	35	50
Question 20	6	9	43	62	5	6	16	23
Question 21	27	39	36	51	1	1	6	9
Question 22	6	9	42	60	1	2	20	29
Question 23	17	24	34	49	6	8	13	19
Question 24	21	30	37	53	1	1	11	16

Summary

The categorical themes of mentor training, the principal's roles and responsibilities in a mentoring program, the principal's skills involved in a mentoring program, and the principal's role in implementing a mentoring program, were examined from the mentor's perspective. Mentors, respond to survey questions regarding their perception of principal mentoring skills, agree that principals need mentoring skills and that the development of mentoring skills would positively impact the relationship between the principal and teachers. They also agree that principals have well developed observation skills and that conferencing skills are easy to develop. Mentors only moderately agree that principals have well developed conferencing and reflection skills and that observation skills are easy to develop. Mentors do not agree on whether or not reflection skills are easy to develop.

Examining the roles and responsibilities of the principal, mentors agree that schools need a mentoring program coordinator and that principals are responsible for the success of a mentoring program and the retention of teachers on their campus. There are differing perceptions when asked if principals often serve as mentors to teachers.

Training issues were considered as a component of the survey. Mentors agree that they need administrative support after the initial training and need on-going training. They believe that administrators need mentor training. There was moderate agreement among the mentors regarding the principal's understanding of needs for the mentors and novice teachers.

Program implementation issues were considered throughout the survey. Mentors agree that a formal instrument is needed during classroom observations and that a pre-conference and post-conference should be held as a part of a classroom observation. In addition, mentors feel that they need time to meet as a group at school and should participate in reflective activities with their principal. As a group, mentors agree that principals do not provide appropriate schedules and assignments to novice teachers.

Research Question #4 – *Are there differences among novice teacher, mentor and principal perceptions of the principal's role in a campus based mentoring program for teachers?*

Research questions one, two, and three allowed the reader to examine responses to survey statements from the novice teacher, mentor, and principal groups independently. Research question four will report findings that represent significant differences to survey questions among the respondent groups.

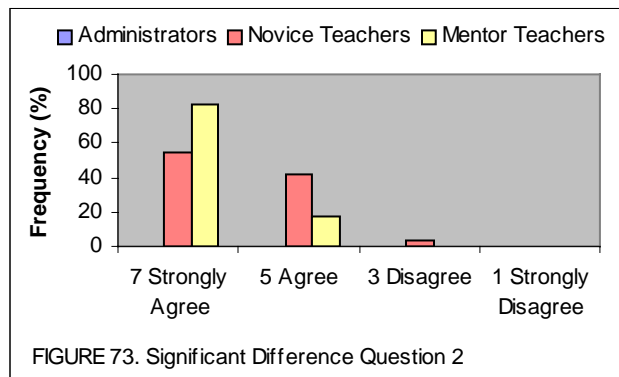
Examination of each survey statement by the principal, mentor teacher, and novice groups using the Kolmogorov-Smirnov test for normality indicated that questions were not normally distributed. As a result, the nonparametric Kruskal-Wallis Test was used to determine if differences existed between any of the questions among the surveyed groups. The Kruskal-Wallis Test allows for comparison of continuous variables for three or more groups. Probability values less than .05 suggest that there is a difference across the groups. Results of the Kruskal-Wallis Test for this study indicated that ten (42%) of the survey questions showed significant differences between surveyed groups. Further analysis showed that six (60%) of the significantly different questions related to skills of the principal and four (40%) related to the roles and responsibilities of the principal in a mentoring program.

To determine which groups were significantly different, the Mann-Whitney U Test was run. This technique is used to test for differences and compare medians between two independent groups on a continuous measure. Specifically, the Mann-Whitney U nonparametric test was run to compare responses between novice teachers and mentor teachers, novice teachers and administrators, and mentor teachers and administrators. Probability values less than .05 indicated a significant difference between the two groups compared. Examination of scores after application of the Mann-Whitney U test produced sixteen combinations of groups within 10 different survey statements that showed significant differences between survey responses.

It is important to note that significant difference values are not dichotomous. Specifically, the significant differences do not indicate a “yes” or “no” comparison.

Rather, the compared groups may agree or disagree on a survey statement but show significantly different degrees of agreement or disagreement.

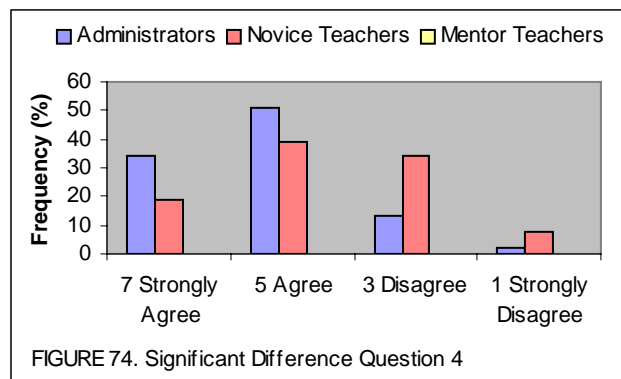
Survey Statement #2: Having the skills of a mentor would positively impact the relationship between principals and teachers.



The probability value for survey statement two was $p=.00$. Both novice teachers and mentors agreed that if principals have mentoring skills, it would positively impact the relationship between principals and teachers. However, the mentor survey group scored 28% more strongly agree responses than the novice teacher group. The difference in the number of extreme values produced a significant difference between the two group's responses. (See Figure 73)

Survey Statement #4: Principals often serve as mentors to teachers.

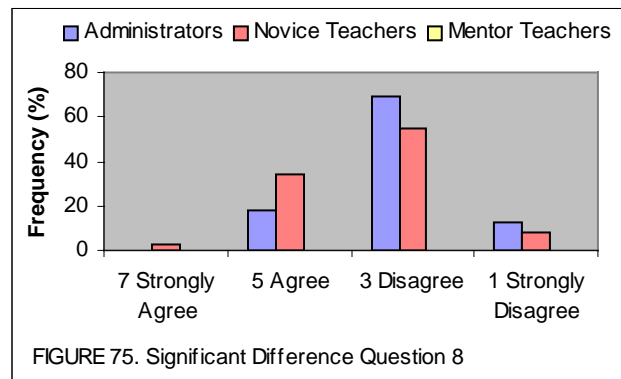
The probability value for survey statement four was $p=.00$. There was a significant difference in responses between the novice teacher and administrative respondents in survey statement four. Specifically, figure seventy-four



indicates that 85% of the administrators agreed or strongly agreed that they do serve as teacher mentors. Only 58% of the novice teachers agreed that principals serve as mentors to teachers.

Perceptual differences between the administrators and novice teachers regarding the principal as mentor provide critical information in the design of professional development for the district. Studies by Ballinger (2000), National Commission on Teaching and America's Future (1996), Shen (1997), Cross & Billingsley, (1994), and a host of other authors identify the principal's role in a mentoring program as a critical component in teacher retention. If the principal's "think" they are serving and mentors and the novice teachers "do not think" that principals are serving as mentors, determining reasons why there is disparity in responses could make important differences in novice teacher retention in the district. This issue merits further study and should be considered as professional development for administrators and teachers is planned. (See Figure 74)

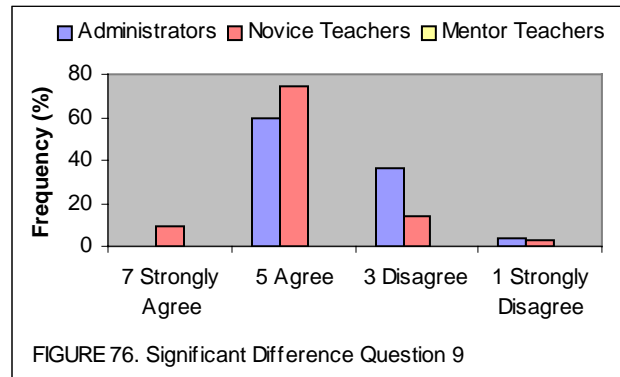
Survey Statement #8: Conferencing skills are easy to develop.



The probability value for survey statement eight was $p=.01$. A significant difference in scores between the novice teacher group and the administrative group regarding the development of conferencing skills was evident in survey statement eight. Figure seventy-five shows that 82% of the administrators indicated that conferencing skills are difficult to develop while only 63% of the novice teachers thought conferencing skills were difficult to develop.

Principals conference with large numbers of teachers and conference with teachers that have many different educational needs. To host a successful conference with teachers that have varying instructional and personal needs demands administrative training and practice. The novice teacher has limited experience in conferencing and primarily identifies the conferencing process with their own personal experiences. These factors could have influenced the scoring of the administrator and novice groups and resulted in significant differences between the respondent groups. (See Figure 75)

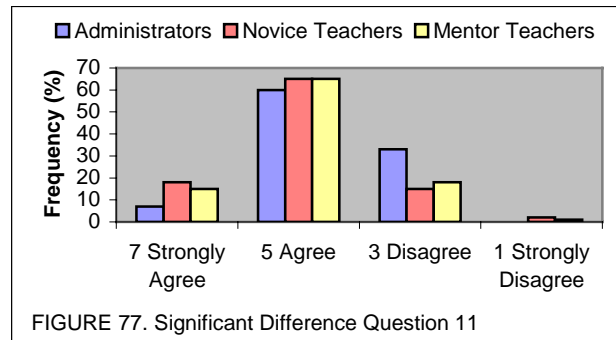
Survey Statement #9: Principals have well developed conferencing skills.



The probability value for survey statement nine was $p=.00$. Figure seventy-six shows that 83% of the novice teachers perceive that principals have well developed conferencing skills. Only 60% of the administrative respondents agreed that principals have well developed conferencing skills.

Confidence in the principal's conferencing skills by the novice teachers may be a result of the novice teacher's lack of experience and limited knowledge base in this area. Principals, as a part of the Texas Teacher Appraisal system, are required to conference with all the teachers they observe during the formal appraisal process. With the large number of conferences conducted by principals, they are challenged to identify and meet the needs of many different teachers. Principals may have responded to this survey statement based on their comfort level and sense of expertise in conferencing techniques and the ability to identify and meet the diverse needs of their teachers. (See Figure 76)

Survey Statement #11: Principals have well developed classroom observation skills.



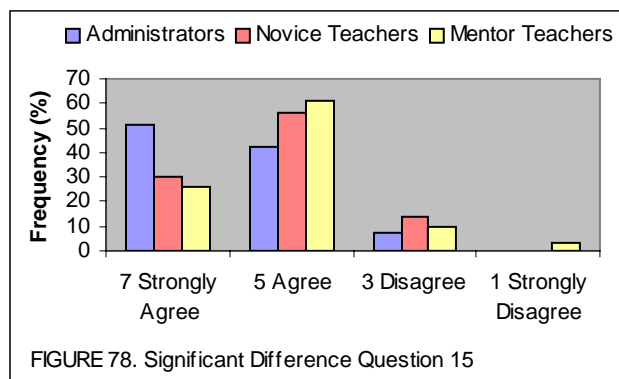
The probability value for survey statement eleven was $p=.01$. Figure seventy-seven shows that 83% of the novice teachers believe principals have well developed classroom observation skills. Only 67% of the administrators surveyed indicated that principals have well developed classroom observation skills.

As illustrated in figure seventy-seven, 85% of the mentors felt that principals have well developed observations skills. This is contrasted with only a 67% agreement that principals have well developed observation skills from the administrative respondents.

Principals scored themselves lower than either the novice teacher or mentor groups in the area of being a skilled classroom observer. These differences may be a result of limited training in this area for the novice teachers and mentors as evidenced by the district's current mentoring program. Principals, on the other hand, have more experience in this area through the Texas Professional Development and Appraisal System and local training.

The fact that only 67% of the principals feel confident in their observation skills is an indicator that staff development is needed in this area. Observation skills are critical in the identification of teacher needs and should be given a high priority in administrative training. (See Figure 77)

Survey Statement #15: Principals are responsible for the success of a school-wide mentoring program.

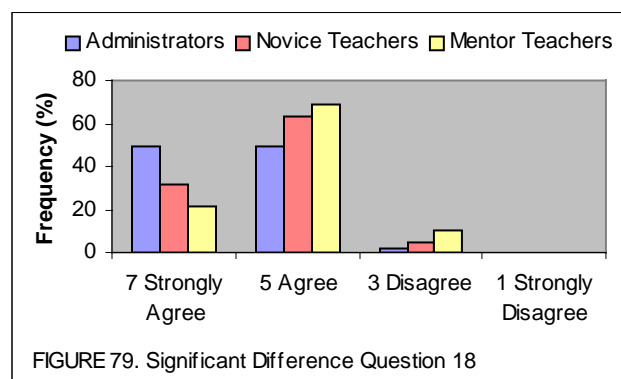


The probability value for survey statement fifteen is $p=.01$. There was a significant difference between the novice teacher and administrators and the mentors and administrators regarding the principal's responsibility in the success of a school-wide mentoring program. However, all groups agree that the principal is indeed responsible for the success of the mentoring program at the campus level. Administrators scored a higher percentage of strongly agree responses (51%) than the novice teachers (30%) and the mentors (26%). The higher number of extreme values on the part of the administrators created a significant difference between comparison groups even though there was agreement on the issue.

Interviews with campus principals shared their strong sense of commitment to their role in the success of all campus programs. One principal commented, “Everything is my responsibility, not just the mentoring program.” Another principal stated, “I think that I am completely responsible because it comes down to me checking up on it, seeing if meetings are taking place and interactions.”

I believe that mentors, by the nature of their role in working with other teachers, feel that the principal is a critical piece in the mentoring program’s success but understand and accept the fact that it takes a team effort in order for the program to work successfully. The principal must take leadership in the program, model mentoring techniques, and make managerial decisions that support the mentoring program, but one person alone cannot determine the success of the program. I think the mentors scores survey statement fifteen with these factors in mind. (See Figure 78)

Survey Statement #18: Principals should engage in reflective activities with their school-based mentors.

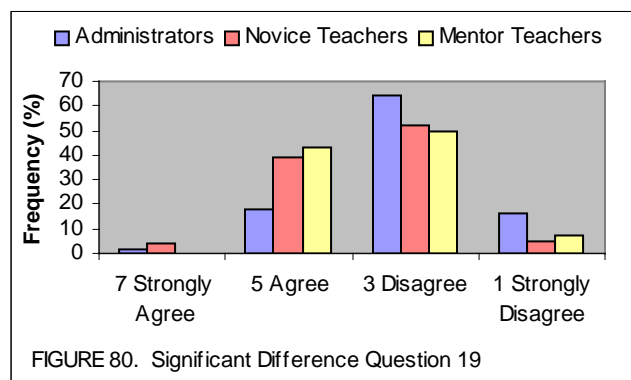


The probability value for survey statement eighteen was $p=.04$. There is a significant difference between the novice teacher group and administrators as well as the mentors and administrators regarding the importance of principals and mentors engaging in reflective activities. The administrator, novice teacher, and mentor groups all agreed that reflective activities are important. The significant differences are the result of the high percentage (49%) of the administrators scoring this survey statement with strongly agree responses. The high number of extreme values by the administrators caused the mean and median scores to vary enough to indicate a significant difference in the comparison group scores.

Principals clearly feel a sense of importance to reflect with mentors on the campus as evidenced by the high percentage of strongly agree responses on survey statement eighteen. I believe that principals recognize that the mentor spends more time with novice teachers than they do and that the mentor can greatly influence the novice teacher, positively or negatively, during the relationship that is built between the mentor and novice teacher. Keeping abreast of individual needs and program needs can only be accomplished if there is regular communication between the principal and mentors. The principals are acknowledging this need by the strongly agree responses to this issue.

(See Figure 79)

Survey Statement #19: Reflection skills are easy to develop.



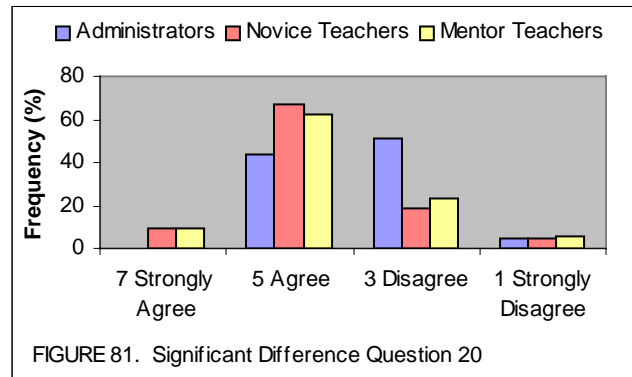
The probability value for survey statement nineteen between the administrator and novice teacher is $p=.00$. The probability value for survey statement nineteen between the administrator and mentor groups is $p=.01$. Novice teachers and administrators show a significant difference in scores regarding how easy reflection skills are to develop. As a group, 57% of the novice teachers believe that reflection skills are difficult to develop. In contrast, 80% of the administrators feel reflection skills are difficult to develop.

In like manner, 57% of the mentor group feels that reflection skills are difficult to develop compared to 80% of the administrators that believe it is difficult to develop mentoring skills.

Most novice teachers are required to participate in some reflective activities as a part of their university preparatory program. Reflections may be in the form of journal entries as well as personal conversations with their supervisors. Too, mentors are often asked to reflect with the teachers that they supervise in either a written or oral format.

These experiences may have influenced the responses from both the mentor and novice groups. (See Figure 80)

Survey Statement #20: Principals have well developed reflection skills.



The probability value for survey statement twenty was $p=.00$. Seventy-six percent of the novice teachers agreed that principals have well developed reflection skills. The administrators disagreed with only 44% agreeing that they have well developed reflection skills.

In addition, there was a significant difference between the administrators and mentors on whether the principals have well developed reflection skills. Seventy-one percent of the mentors agreed that principals have good reflective skills and only 44% of the principals agreed.

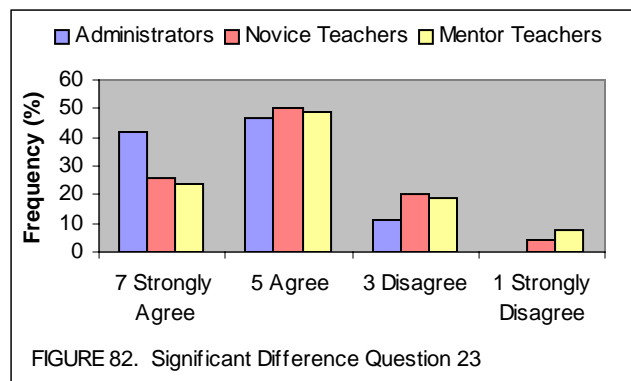
With six out of ten administrators indicating that they do not have well developed reflection skills, principals are acknowledging their lack of understanding and/or lack of time to utilize reflective practices. Mentor teachers and novice teachers show a greater sense of confidence in the administrator's reflective skills by scoring the survey

statement significantly higher than their supervisor. It is the mentor and novice teacher perceptions that principals can and do engage in reflective activities as a part of their administrative role as a campus leader.

It would be noteworthy to further investigate what each respondent group is identifying as reflective practices. I contend that there may different interpretations of what reflective practices are to the respondent groups. Providing reflection training to all groups would enhance the level of understanding of the need and impact of reflection on teacher success and promote better use of these practices at the campus level.

(See figure 81)

Survey Statement #23: The retention of teachers is a responsibility of the principal.



The probability value for survey statement twenty-three is $p=.03$ between the novice teachers and the administrators and $p=.01$ between the administrators and the mentor group. In figure eighty-two, 76% of the novice teachers and 73% of the mentors indicated on the survey that they believe the principal is responsible for the retention of teachers. Administrators had a significantly higher response to their responsibility

regarding the teacher retention issue. Eighty-nine percent of the principals indicated that they believed it was their responsibility to retain teachers on the campus.

Although a strong majority within each surveyed group agreed that the administrator is the key figure in the retention of teachers on the campus level, the principals were particularly high scorers regarding this issue. This supports the research of Gold (1996), Mills (2001), Hope (1999), and others that write about the critical role that principals play in the retention of novice teachers in the profession.

The high percentage of principals noting their responsibility to retain teachers parallels their responses to survey statement fifteen that indicated a high percentage of principals holding themselves responsible for the success of the campus mentoring program. However, the level of intensity at the administrative level differed slightly with more principals scoring strongly agree (51%) regarding their responsibility for successful mentoring programs and 42% strongly agree regarding teacher retention. Investigating the reasons why there are different levels of intensity to these survey statements is important because of the interrelationship of the two statements in the retention of novice teachers. Professional development on how the administrative role can be utilized more effectively in the establishment and maintenance of a mentoring program to assist in the retention of novice teachers should be a major consideration when designing a district-wide mentoring program. (See Figure 82)

TABLE 19. Frequency of Survey Responses for Research Questions with Significant Differences

	<u>Strongly Agree</u> %	<u>Agree</u> %	<u>Strongly Disagree</u> %	<u>Disagree</u> %
Question 2				
Novice Teacher	55	42	0	3
Mentor	83	17	0	0
Question 4				
Novice Teacher	19	39	8	34
Administrator	34	51	2	13
Question 8				
Novice Teacher	3	34	8	55
Administrator	0	18	13	69
Question 9				
Novice Teacher	9	74	14	3
Administrator	0	60	4	36
Question 11				
Novice Teacher	18	65	2	15
Administrator	7	60	0	33
Question 11				
Mentor	16	69	1	14
Administrator	7	60	0	33
Question 15				
Novice Teacher	30	56	0	14
Administrator	51	42	0	7
Question 15				
Mentor	26	61	3	10
Administrator	51	42	0	7
Question 18				
Novice Teacher	32	63	0	5
Administrator	49	49	0	2
Question 18				
Mentor	21	69	0	10
Administrator	49	49	0	2
Question 19				
Novice Teacher	4	39	5	52
Administrator	2	18	16	64
Question 19				
Mentor	0	43	7	50
Administrator	2	18	16	64

TABLE 19. Continued

	<u>Strongly Agree</u> %	<u>Agree</u> %	<u>Strongly Disagree</u> %	<u>Disagree</u> %
Question 20				
Novice Teacher	9	67	5	19
Administrator	0	44	5	51
Question 20				
Mentor	9	62	23	6
Administrator	0	44	5	56
Question 23				
Novice Teacher	26	50	4	20
Administrator	42	47	0	11
Question 23				
Mentor	24	49	8	19
Administrator	42	47	0	11

TABLE 20. Nonparametric Test Results for Research Questions with Significant Differences

	Kruskal-Wallis	Mann-Whitney
Question 2	.000	
Novice Teacher / Mentor		.000
Question 4	.004	
Novice Teacher / Administrator		.001
Question 8	.034	
Novice Teacher / Administrator		.013
Question 9	.003	
Novice Teacher / Administrator		.001
Question 11	.030	
Novice Teacher / Administrator		.013
Mentor / Administrator		.018

TABLE 20. Continued

	Kruskal-Wallis	Mann-Whitney
Question 15	.012	
Novice Teacher / Administrator		.007
Mentor / Administrator		.007
Question 18	.004	
Novice Teacher / Administrator		.035
Mentor / Administrator		.001
Question 19	.005	
Novice Teacher / Administrator		.001
Mentor / Administrator		.011
Question 20	.001	
Novice Teacher / Administrator		.000
Mentor / Administrator		.007
Question 23	.024	
Novice Teacher / Administrator		.016
Mentor / Administrator		.011

Summary

In the study, analysis of the first twenty-four survey statements yielded ten questions and sixteen group combinations that had significant differences between administrator, novice teacher, and mentor group respondents. Of the sixteen group combinations that produced significant differences, nine combinations related to mentoring skills and seven combinations were related to the principal's role and responsibilities in a mentoring program. Of the sixteen group combinations that rendered significantly different scores, fifteen involved significant differences between administrators and other group responses. Only one of the significantly different group combinations was between mentor and novice teacher groups.

As survey statements that produced significant differences were examined, key perceptual issues between the principal, mentor and novice teacher groups began to emerge. Important differences between survey groups are presented.

Principals demonstrated a high sense of responsibility for the success of the mentoring program at the campus. Over half (51%) of the administrators scored their role in the success of the mentoring program as strongly agree. Too, the principals indicated that they recognize their responsibility in the retention of novice teachers. Nine out of ten principals indicated that they were responsible for teacher retention. The principals scored both of these issues higher than the other survey groups. This is not surprising to me having served as a campus administrator for fifteen years. With the current emphasis on accountability for student performance at the state level, local districts are looking to the campus leadership for positive results. More than ever before, there are high expectations for the principal to hire and retain highly qualified teachers that can and will be successful in the classroom. I believe that the high scores regarding program success and retention of teachers is a reflection of the accountability system currently in place in Texas.

Principals scored themselves lower than the other survey groups regarding reflection, observation, and conferencing skills. This may be partly a result of the recent implementation of the state-wide teacher appraisal system. Part of the training for administrators in the use of that instrument includes the development of these skills. Proper use of these skills in the teacher evaluation process is challenging and demands practice. It is possible that principals are acknowledging their need for on-going training in

these areas. Principals new to administration may be particularly likely to see these skills as difficult to develop.

Of particular importance was the perception of principals that they currently serve as mentors to their teachers. Mentors and novice teachers disagreed. How the principals define “mentoring” may lend to reasons for the differences in responses between the groups. Does the principal include observation, reflection, and conferencing in the mentoring process? Occasional appearances to mentoring meetings, brief conversations in the hallway, and budgetary support for mentoring programs does not constitute novice teacher mentoring. More information is needed to address the disparity among the respondent groups regarding this issue. Additional information could offer critical guidelines for future program modifications.

Mentors feel strongly that if principals had mentoring skills, there would be a positive impact on the relationship between the principal and teachers. As mentors work closely with novice teachers, it is not surprising that they would feel that mentoring has a positive role in establishing relationships. The mentor has the opportunity to see first-hand the influence that mentoring can have on the success of a novice teacher. Their high scores support the work of Barnett (1995) and Calabrese (2000) that identify mentoring practices as one means of creating “viable relationships” that are critical to teacher success.

All of the issues that produced significant differences are important as the district examines perceptual differences among mentoring stakeholders. Each area designated as significantly different can offer valuable insight to current mentor program practices and serve as a framework for constructive reform.

Research Question #5 – *What is the relationship between principal's perceptions of their role in mentoring programs and the teacher retention rate at their schools?*

There were no changes in principal positions in the Southeastern Urban School District for school years 2004-2005 and 2005-2006. This arrangement allowed the researcher to collect data regarding the number of first year novice teachers that were hired in 2004-2005 that returned to the same campus for the 2005-2006 school year. The classroom educators in this category have served as a novice teacher under the same principal for two years. One can assume that the current principal is the only principal who has influenced the teacher from an administrative perspective. With this in mind, one can compare the novice teacher retention rate to the principal's mentoring perceptions more accurately. Considerations regarding the data in research question five must include the fact that only first year teacher retention was studied. Campuses may have had a large number of new hires that were not first year teachers. Teachers in this category were not included in the data for this research question.

Twenty schools provided data regarding the number of first year novice teachers that returned in 2005-2006 (see Table 21). Of the twenty schools, five campuses did not hire any first year teachers in 2004-2005 and served as the control group. Two schools hired one first year novice teacher in 2004-2005, seven schools hired two first year teachers in 2004-2005, one school hired three teachers, one campus hired five teachers, one campus hired seven first year teachers, one campus hired eight teachers, one school hired nine teachers, and one campus hired twenty-three first year teachers. A total of 71 first year teachers were hired by the district to teach during the 2004-2005 school year.

TABLE 21. First Year Novice Teacher Return Rate

Campus	1 st Year Novice Teachers <u>2004 – 2005</u>	1 st Year Novice Teachers Returned <u>2005 – 2006</u>		1 st Year Novice Teachers Left <u>2005 – 2006</u>	
	N	N	%	N	%
Elementary 1	0	0	0	0	0
Elementary 2	0	0	0	0	0
Elementary 3	0	0	0	0	0
Middle 4	0	0	0	0	0
Secondary 5	0	0	0	0	0
Elementary 6	1	1	100	0	0
Elementary 7	1	0	0	1	100
Elementary 8	2	2	100	0	0
Elementary 9	2	1	50	1	50
Elementary 10	2	2	100	0	0
Elementary 11	2	1	50	1	50
Elementary 12	2	1	50	1	50
Elementary 13	2	2	100	0	0
Secondary 14	2	2	100	0	0
Elementary 15	3	3	100	0	0
Elementary 16	5	2	40	3	60
Elementary 17	7	3	43	4	57
Middle 18	8	5	63	3	37
Middle 19	9	7	78	2	22
Secondary 20	23	14	61	9	39
Total	71	46	65	25	35

Four survey questions that address principal roles and responsibilities were selected to compare responses for the five schools serving as the control group (no new teachers) and the five schools that had the largest number of first year teachers in 2004 – 1005. Specifically, survey questions four, five, fifteen, and twenty-three were selected to compare principal responses between the control group and the schools with the highest attrition

rate. The data for this portion of the study represent a small group of participants. This should be considered when examining analytical results.

** Survey Statement #4 – Principals often serve as mentors to teachers.*

Within the control group, schools with the lowest number of first year teacher hires in 2004-2005, principals scored the survey statement as one strongly agree, three agree, and one disagree. The principals of schools with the highest number of first year teacher hires scored this question as two strongly agree and three agree.

There was consensus from the schools that hired the largest number of first year novice teachers that principals serve as mentors to their teachers. However, one consideration that may influence teacher attrition at the campuses with the highest attrition rate is the size of the school. Four of the five schools identified as having the highest number of first year novice teachers represent some of the largest student and faculty groups in the district. Principals of schools with large faculties may perceive that they serve as mentors to teachers but do not devote the same amount of time to this endeavor as principals with smaller faculties. Logistically, principals with large campuses may not be as visible to their novice teachers as administrators on small campuses. This doesn't mean the principals are not mentoring but rather could be perceived by the novice teacher as not being as readily available.

** Survey statement #5 – Schools should have a coordinator for a school-wide mentoring program.*

All schools with the highest number of first year novice teachers and the lowest number of first year teacher hires in 2004 - 2005 scored this survey question with strongly agree and agree responses. There were no differences in responses of the participants in

these two comparison groups regarding the need for a coordinator to assist in the organization and implementation of a school mentoring program.

** Survey statement #15 – Principals are responsible for the success of a school-wide mentoring program.*

Five principals with the highest number of first year teacher hires scored this survey item with three strongly agree and two agree responses. Five principals with the fewest novice teacher hires scored the statement two strongly agree and two agree. Both group of principals take responsibility for the success of the mentoring program on their campus.

** Survey statement #23 – The retention of teachers is a responsibility of the principal.*

Principals with the lowest number of first year novice teachers scored this survey statement three agree and two strongly agree. There was consensus from this group that principals play a critical role in the retention of the teachers on the campus. Principals with the highest number of first year novice teachers scored two strongly agree, two agree, and one disagree. Only one principal disagrees that they are responsible for the retention of the teachers on the campus. The campus principal disagreeing with the statement had an attrition rate of 38% during the 2005-2006 school year of the novice teachers hired in 2004-2005.

Overall, principals with the highest number of first year novice teachers and principals with the lowest number of novice teachers share the same perceptions regarding their responsibility in retaining novice teachers to the profession. Only ten percent of the principals identified in the comparison groups did not agree that the principal is responsible for teacher retention.

Summary

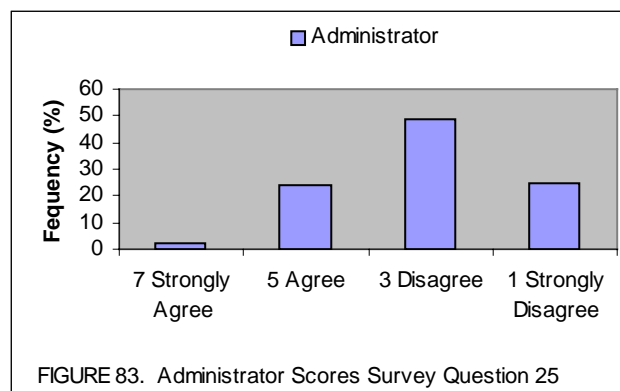
As one examines the relationship between principal's perception of their role in a mentoring program and the teacher retention at their school, four survey statements were considered for comparison between administrative responses at five schools with high attrition rates and five schools with low attrition rates. Survey statements selected for group comparison included the principal's perception of himself as a mentor to the teachers, support personnel for the school mentoring program, responsibility of the principal for the success of the mentoring program on the campus and responsibility of the principal for the retention of teachers.

The researcher found no critical differences between the responses of the two comparison principal groups on any of the mentoring issues examined. Both groups of respondents felt they mentored to the teachers on the campus, supported a school-wide mentoring program coordinator, and accepted responsibility for the success of the mentoring program on the campus and the retention of teachers at the school. The researcher recognizes some limitations to these findings because of the small number of schools in each comparison group that were used for this portion of the study.

Research Question #6 – How well prepared are principals, through their administrative preparatory programs, to organize, develop and support induction and mentoring programs on their campuses?

Administrator Responses

Survey Statement # 25: Principals receive preparation/training during their principal certification program about needs of novice teachers.



The mean score for question twenty-five is 3.09 (on a scale of one to seven) with a 5% trimmed mean of 3.05. The standard deviation is 1.53. The Kolmogorov-Smirnov value for normality is .00. The skewness score is .24 and the kurtosis is -.45.

The mean score is in the disagree range with no difference in the mean if the highest and lowest scores are extracted. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Although there were responses in all scoring categories, scores cluster on the disagree end of the graph and do not peak significantly around one value.

Of the administrators, 25% strongly disagree and 49% disagree that they received preparation/training during their principal certification program about the needs of novice teachers. In addition, 24% agree and 2% strongly agree that they did receive mentor training regarding novice teacher needs.

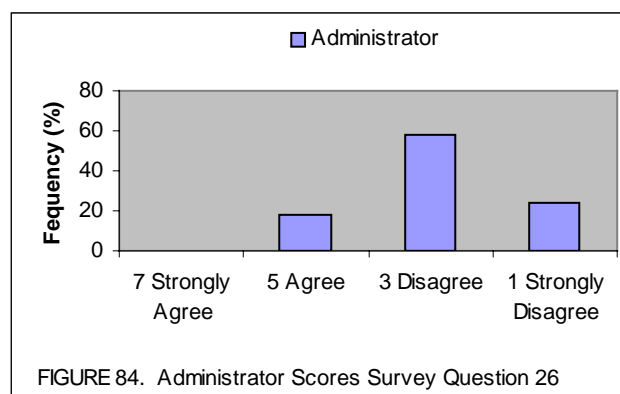
Two-thirds of the principals surveyed (74%) indicated that they did not receive appropriate training regarding novice teacher needs. Leaders of the University Council for

Education Administration have stated that “in order to build programs that support leadership for learning – we must rethink and revise our practice in several areas” (Young & Kochan, 2004). In a report by Frakas, et al (2003), principals agree that they need to be more effectively prepared for their job.

Interview information supports these research findings. When principals were asked to describe mentor training received during their administrative preparatory program, responses included, “None to my recollection,” and “...nothing formally that I can recall ever talked about really mentoring new teachers...” and “None at all.”

Training principals to better understand the needs of the novice teacher is a programmatic issue that must be addressed if campus administrators are going to be adequately prepared to meet the challenging needs of the novice teacher. Receiving mentor training as a part of the administrative preparatory program will better enable the principal to implement best practices that may ultimately help in the retention of the novice teacher. (See figure 83)

Survey Statement #26: Principals receive preparation/training during their principal certification program about mentoring programs.



The mean score for question twenty-six is 2.87 (on a scale of one to seven) with a 5% trimmed mean of 2.85. The standard deviation is 1.31. The Kolmogorov-Smirnov value for normality is .00. Skewness is .066 and the kurtosis value is -.55.

The mean score is in the disagree range with no significant difference when the highest and lowest values are removed. The Kolmogorov-Smirnov value indicates that the scores are not normally distributed. Responses are moderately distributed with a clustering of scores on the low end of the graph. Scores peak slightly in the disagree range.

When administrators were asked if they received training in mentoring programs during their principal preparatory program, 24% strongly disagreed and 58% disagreed. 18% indicated that they did receive training in mentoring programs.

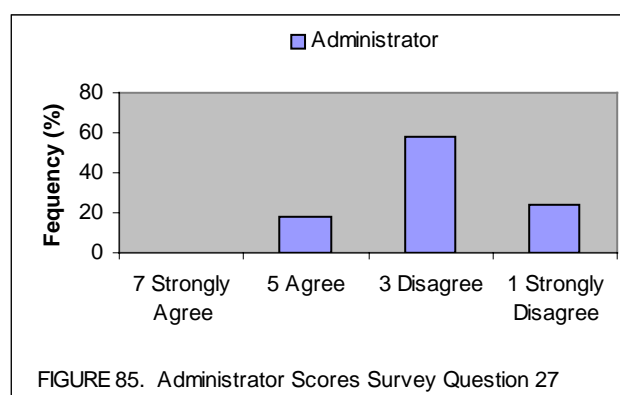
A large majority (82%) of the principals surveyed acknowledged that they did not receive training in mentoring programs. This statistic appears to be universal across the nation and poses some important questions about how principals are being prepared to address teacher retention issues.

A recent study on administrative preparatory programs was conducted by Frederick Hess and Andres Kelly (2004). In a stratified sample of the nation's principal preparation programs, sixty-eight percent of the syllabi examined mentioned hiring practices or mentoring only once or not at all. Likewise, a four-year study by Arthur Levine (2005), president of Teachers College at Columbia University, wrote that the typical course of studies required of principal candidates was disconnected from the realities of school

leadership. I contend that the need for administrators to understand and receive training in best practices for mentoring programs is a reality that is being grossly neglected.

Local administrators support these findings through their interview responses. When principals were asked to describe training they received in their preparatory program regarding mentoring programs, they replied, "...as far as our administrative curriculum – there was none" and "I was pre-mentoring. My administrative program was before mentoring as it is known today was really put in place." None of the five administrators interviewed acknowledged receiving formal mentor training as a segment of their university administrative preparatory coursework. (See figure 84)

Survey Statement #27: Principals receive preparation/training during their principal certification program about the needs of mentors.



The mean for question twenty-seven is 2.87 (on a scale of one to seven) with a 5% trimmed mean of 2.85. The standard deviation is 1.31. The Kolmogorov-Smirnov value for normality is .00. Skewness is .07 and the kurtosis scores is -.55.

The mean scores is in the disagree and strongly disagree range with no significant difference if the highest and lowest scores are removed. The Kilmogorov-Smirnov value indicates that the scores are not normally distributed. Scores are moderately distributed with the majority of scores clustered on the disagree end of the graph. Scores peak slightly around one value but appear rather flat overall because of the number of scores on the disagree end of the graph.

Of the surveyed principals, 24% strongly disagreed and 58% disagreed that they received training to meet the needs of the campus mentor during their administrative preparatory program. Eighteen percent agreed that they did receive training in this area.

John Daresh (1997) suggests that transformation in administrator preparation programs must include adult learning principles, reflective activities, coherent, integrated curricula, cohorts, authentic assessment, opportunities for clinical learning, and mentoring. A 2003 article in *Education Week* by Frederick Hess includes mentoring among a list of skills that are typically overlooked during the administrative training process.

Interviews with administrators in the district support these findings. Administrators were asked to describe coursework that helped prepare them to meet the needs of the mentor. Principals replied, “There was an hour or so provided here or there during the formal coursework” and “We did have a lot of instructional supervision training on how to improve instruction but not specifically in mentoring.” Another principal stated, “I believe that there was a small component during a principals institute but outside of that there was not anything.”

It is apparent that the principal's job is overwhelming complex and support is critical to meet the needs of the novice teachers. Trained mentors can be a positive link in the support chain for novice teachers. Mentors hold the key that novices need to unlock their professional expertise (Barnett, 1995). Shelton et al (1991) writes, "Mentors counsel and guide protégés in their professional journey." In order to serve in these capacities, mentors must be properly trained and the principal must be aware of their needs to provide that training. The research and feedback from local administrators indicates that preparatory programs are not adequately preparing principals to serve as models and instructional leaders in this area. (See Figure 85)

Summary

Studies by Young and Kochan (2004), Theodore Kowalski (2004), Hallinger and Bridges (1997), the Southern Regional Education Board (2003), and others argue that administrative preparatory programs are insufficient and do not meet the needs of the campus principal of the 21st century. Hess (2003), Leithwood (1995), and Daresh (1997) concur that administrative preparatory program reform is needed and include mentoring skills as a necessary reform component. Although 58% of the administrators indicated that they had received some type of graduate level mentor training, interviews with principals suggested that they included any mention of mentoring in a course as a qualifier for a positive indicator on the demographic segment of the survey. In contrast, the need for formal mentor training was supported through this study as administrative survey respondents overwhelmingly identified a lack of training in mentoring programs (82%), the needs of mentors (82%) and the needs of novice teachers (72%).

Five administrators were interviewed and asked to share their level of preparedness regarding mentoring programs and meeting the needs of the novice and mentor teachers. The interviewed administrators represented individuals that received their administrative certification from two Texas universities between 1975 and 2004. None of the principals acknowledged receiving mentor training as a part of their course of study.

Recognizing the importance of administrative support in teacher retention, especially for novice teachers, and the extensive research that identifies mentoring programs as an effective means to address teacher attrition, it is apparent that training in these areas is critical for those aspiring to be campus administrative leaders. Attracting and retaining highly qualified teachers to the profession must begin with knowledgeable leadership. The campus principal must provide support (Brock & Grady, 1998), make mentoring programs a priority (DePaul, 2000), be actively engaged in the development of the mentoring program (Kaplan & Owings, 2004), and exhibit principal's responsibility as a educational leader through mentoring support (Bercik, 1994). It is the responsibility of the institutions that prepare our campus leaders to provide principals with the tools to meet these challenges. This study suggests that principals are not receiving mentor skills in the preparatory programs offered today.

Summary

Chapter IV reported the results and finding of the study regarding the perceptions among the principal, mentor teacher, and novice teacher and the principal's role in a campus mentoring program. In addition, findings that address the preparation of principals to serve in mentoring roles were presented.

Categorical and continuous demographic information for the administrators, mentor teachers, and novice teachers in the study was provided in section one of the chapter. Section two examined each of the six research questions independently and presented written and graph results for each survey statement that was addressed by the particular research question. Summary tables of statistical findings were offered for a global review of the data for each research question. A brief summation is written after each research question that has been addressed quantitatively and qualitatively.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter V presents a summary of this study and the conclusions drawn from the data presented in Chapter IV. There are four sections in Chapter V: a summary of the study, major findings, recommendations for further research and conclusions.

Summary of the Study

Overview of the Problem

Attracting and retaining highly qualified teachers has gained national concern. Arguments have been made that the demand for teachers is not a result of shortage of teachers, but rather from a high attrition rate of existing teachers, particularly those within the first five years of their career (Darling-Hammond & Sykes, 2003). From a national perspective, nine percent of the United States public school teachers are reported to leave the profession before completing their first year of teaching and more than twenty percent of new teachers leave their positions within three years (Kaplan & Owing, 2004).

Mentoring has been documented as a key intervention in the retention of novice teachers. It has also been documented that the principal plays a critical role in the success of the mentoring program on a campus. With the continued attrition of novice teachers and limited success of mentoring programs at the campus level, one must examine both the role of the principal and the needed administrative skills to support,

supply, develop and implement a mentoring program which is designed to maximize teacher retention and classroom success. Too, it is critical, as stakeholders in the mentoring process, that novice teachers and mentors fully understand the principal's role in the mentoring program if the program is to be successful as measured through developmental means and through teacher retention.

Purpose Statement

The purpose of this study was to examine the congruency of perceptions among the principal, novice teacher, and mentor teacher regarding the role of the principal in supporting mentoring programs at the campus level. The relationship, between the principal's perception of the principal's role in a mentoring program and the teacher retention rate at their schools, was studied. In addition, this study explored the preparation and readiness of principals to serve in a leadership role in the development and implementation of a campus mentoring program.

Research Questions

1. What is the principal's perception of the principal's role in a campus-based mentoring program designed to increase teacher retention?
2. What is the novice teacher's perception of the principal's role in a campus-based mentoring program designed to increase teacher retention?
3. What is the mentor teacher's perception of the principal's role in a campus-based mentoring program designed to increase teacher retention?

4. Are there differences among novice teacher, mentor, and principal perceptions of the principal's role in a campus-based mentoring program for teachers?
5. What is the relationship between principal's perceptions of their role in mentoring programs and the teacher retention rate at their schools?
6. How well prepared are principals, through their administrative preparatory programs to organize, develop and support induction and mentoring programs on their campuses?

Method

The research study is primarily a quantitative study that includes a qualitative component. This mixed method approach was selected to add depth and breadth to the study and to offer comparative data from an interactive sampling and a non-interactive sampling. The research was conducted in four phases.

During the first phase, a pilot instrument was developed and administered to one hundred twenty-eight administrators, mentor teachers, and novice teachers representing four different educational groups and varying school districts in Texas. The pilot study examined the perception of the principal's role in a campus mentoring program among the administrators, mentors, and mentees. Statistical tests on survey responses were run using the Statistical Package for the Social Sciences (SPSS) software program and the data were used to make modifications to the survey instrument used in this research study.

In phase two, the researcher gathered quantitative information through a survey instrument. Every administrator (principals, assistant principals, and deans of instruction), teacher serving as a current mentor, and novice teacher (teacher with 3 or less years of experience) in the East Texas urban district that participated in the study were sent a survey for completion. The survey examined the perception of the principal's role in a campus mentoring program among the administrators, mentors, and mentees. Demographic and Likert scale response data were analyzed using the SPSS computer software.

The third phase of the research study included a qualitative component. Five randomly selected members of each study group (administrators, novice teachers, and mentors) participated in a semi-structured interview. The interviews were conducted in a manner that included a mixture of conversation and embedded questions (Erlandson et al., 1993). The interview was guided by a set of basic questions (Appendix C) covering issues that represented key factors in teacher retention presented in the literature and represented on the written survey, but neither the exact wording nor the order of the questions was predetermined.

Mentor teachers and novice teachers were asked a set of five questions that included identification of key stakeholders in their campus mentoring program, discussion of the role of the principal in the mentoring program at their school, principal skills needed to successfully implement a mentoring program, the principal's level of responsibility for the mentoring program at their campus, and a description of procedures currently in place on their campus that support mentoring. Administrators

were asked the same questions with an additional six questions regarding academic certification preparedness, in the area of mentoring.

Interviews were taped and verbatim responses were transcribed, reviewed, and examined for emerging themes. Peer debriefing (Lincoln & Guba, 1985) was incorporated for credibility. The researcher used a colleague in another Texas school district that was knowledgeable in qualitative research design but was not involved in this research study as the peer debriefer. Coded transcripts were presented to the debriefer to identify emerging themes and critical concepts. The identified themes and concepts were then discussed with the researcher to verify that information that may be important to the study was not overlooked by the researcher.

During phase four of the research, the qualitative data from the written survey and the verbal responses from the interviews were merged to support or challenge literature findings and study results for each research question.

Major Findings

Written Survey - Agreement Among Groups

Examination of the written survey finds four emerging themes: mentoring skills of the principal, mentoring roles and responsibilities of the principal, mentor training, and mentor program implementation. These themes also emerged during the interviews with principals, mentor teachers, and novice teachers. Both the written and oral responses from the principals, mentors, and novice teachers revealed important issues regarding the perception of the principal's role in the success of the mentoring program at the campus level and the retention of novice teachers. In each theme area, there were

mentoring issues that showed agreement among the administrators, novice teachers, and mentors. Like responses from all survey groups can be a powerful tool in determining the level of understanding of mentoring practices and mentoring programs within the district and serve as a base in building the framework for a developmental mentoring program that targets the retention of teachers.

In the area of principal skills, the administrators, mentor teachers, and novice teachers all agreed that principals need mentoring skills. Too, all three groups agreed that having the skills of a mentor would positively impact the relationship between principals and teachers.

Fredricks (2001) writes that the deciding factor for whether a teacher stays or leaves a school is the school administrator. The principal sets the tone for a school's learning and working environment. The National Governors Association (NGA) Center for Best Practices (2002) addresses the importance of administrative support in retaining teachers. Gold (1996) states that the initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching.

In the study, the administrators, novice teachers, and mentors all acknowledge these findings by indicating the need for principals to have mentoring skills. All respondent groups believe that the development of mentoring skills by the principal will enhance the relationships between the administration and the school staff. Investing time to train principals in developmental mentoring skills is a critical component in the retention of teachers that is recognized by all survey participatory groups.

Some components of a mentoring program that should be implemented at the campus by the principal were identified by the survey respondents. The administrators, mentor teachers, and novice teachers agreed that 1) mentors need time to meet as a group at school, 2) principals should engage in reflective activities with their school-based mentors, 3) using an observation tool, such as the PDAS or COPAT is important, 4) conducting a post-conference after a full observation is important and 5) principals do not provide appropriate schedules and assignments for novice teachers.

The need to establish and appropriately manage mentoring programs at the campus level is found throughout the literature. Kaye & Jacobson (1996) write that an effective mentoring program is a must in an organization that is committed to growing, nurturing and keeping their own talent. Daresh & Playko, (1990) indicate that when a mentoring program is properly developed and carefully monitored, it is a powerful tool that may be used to bring about more effective school practice. The National Association of State Boards of Education (1998) writes that well-designed mentoring programs lower the attrition rates of new teachers.

Positively identifying some mentoring program components by all three surveyed groups, although not a complete list of program needs, indicates that they recognize some key mentoring program issues. This is a positive beginning to the potential development of a more comprehensive and research-based developmental mentoring program. However, the agreement by all three respondent groups that principals are not implementing mentor program best practices through appropriate novice teacher schedules is an important indicator that must be addressed if the program is going to

effectively support the retention of teachers. The work of Mont and Rees (1996) reports that some of the reasons novice teachers leave the profession include class size, the number of classes taught, and other related teaching assignments. Ballinger (2000) writes that administrators must offer improved support if teachers are to be retained in the profession. Too, the National Foundation for the Improvement of Education report (1999) includes careful consideration of the placement of novice teacher in assignments as one guideline in the planning of a successful mentoring program.

Survey statements number six, seven, seventeen, twenty-two, and twenty-four address mentor program training issues. Regarding training issues, the administrators, mentor teachers, and novice teachers all agree that principals need mentor training and mentors need on-going training. These study results directly support the developmental mentoring model that recognizes the importance of professional development for adult growth.

The literature clearly identifies the need for on-going professional development for academic growth in adults. Reiman and Sprinthall's developmental mentoring model for adult learning specifically identifies continuity as a critical developmental component. Continuity indicates that growth in adult learning is not spontaneous. Rather, adult academic growth takes different amounts of time depending on the need and readiness of the adult. Training is an important link in the adult learning process. The "one size fits all" training model is not effective. Bruce Joyce and Beverly Showers (2002), write about the need for identifying and meeting individual professional development needs. They include knowledge, modeling, practice, and peer coaching as

critical training components. Additionally, as outlined in Reiman and Sprinthall's work (1998), a developmental model for adult learning must include action, reflection, balance, support and challenge, and continuity. It is only through appropriate identification of the learner's needs that meaningful training can be provided. Recognition for the need to receive training in mentoring by the respondent groups is an important step toward the development and implementation of a developmental mentoring model that can promote adult growth and help address the teacher attrition dilemma.

Survey statements number four, five, fifteen, and twenty-three address the principal's role and responsibility in a campus-based mentor program. Survey statements that gained unanimous agreement from the mentors, novice teachers, and administrators regarding the roles and responsibilities of the principal in a campus mentoring program included 1) the need for a mentor program coordinator, 2) identification of the principal as being responsible for the success of the mentoring program, and 3) identification of the principal as being responsible for the retention of teachers.

DePaul (2000) writes that the principal must make a new teacher support program a priority and take the lead in developing a formal mentoring program. Furthermore, Rosenholtz (1989) states that the principal is capable of creating the conditions necessary to implement an effective mentoring program for teachers. Halford (1999) writes, "Mentoring programs should have administrative support..." As the instructional leader on a campus, the principal has the authority and responsibility to

make decisions that will enhance the success of its professional personnel. The mentors, novice teachers, and administrators in the survey support these findings and have clearly identified the principal as the campus figure responsible for the success of the mentoring program at the school as illustrated by the number of agree and strongly agree responses to the survey statements related to these issues.

Lack of administrative support has been identified as a leading cause of premature voluntary departure of teachers from education (Shen, 1997; Lucksinger, 2000; Ingersoll, 2001a; Ballinger, 2000). In addition, the National Governors Association Center for Best Practices (2002) reports that new teachers decide to leave the teaching profession, in part, due to lack of administrative support. In the survey used in this study, mentors, administrators, and novice teachers all agreed that the principal is responsible for the retention of teachers. Their responses support the literature that identifies the campus administrator as an influential figure in teacher retention and provides important information to consider as a developmental mentoring program is designed. With teacher attrition rates soaring, principals need additional training on how to effectively implement a developmental mentoring program, as well as how the principal can support the program to better meet the needs of the novice teacher. The survey responses indicate that mentors and novice teachers are looking to the principal for leadership that will result in teacher retention.

Written Survey - Disagreement Among Groups Resulting in Significant Differences

As survey and interview responses from the administrators, novice teachers and mentor teachers were compared, there were mentoring issues that showed disagreement among the respondent groups.

There were two groups of significantly different responses. Group one of significantly different responses was the result of varying degrees of “agreement.” For example, one group may have selected more strongly agree responses than a comparison group that selected more agree statements. Although both groups agreed on the survey statement, the difference in the extreme values caused a statistical significant difference. One may interpret the results of the “agree” or “more agree” as levels of intensity on an agreement scale. Survey statements of this nature, group one, were not considered in this portion of the study. Group two of significantly different responses reflect differences between comparison groups that did not agree on a survey statement. Groups two significantly different responses are addressed in this portion of the study.

Survey statements number three, nine, eleven, and twenty addressed well-developed mentoring, reflection, observation, and conferencing skills by the principal. Administrators did not agree with mentors and/or novice teachers regarding these particular skills of principals. Specifically, administrators scored themselves lower than comparison groups regarding their conferencing skills, reflection skills, and observation skills. Principals did not feel that their conferencing, observation, and reflection skills were well developed. These skills are critical in determining the developmental level of the teachers they supervise and evaluate. Observing, conferencing, and reflecting are

important components in a successful mentoring program. Development of these skills will enable the principal to have a greater impact on the retention of teachers on the campus. These skills can be acquired through training in a developmental mentoring model. It is critical that training be provided to the principals in the areas of observation, conferencing, and reflection if novice teachers are going to be offered individualized feedback that is meaningful and that will enhance teacher retention. The principal must model these skills for mentors at the campus level and ensure that mentors have the appropriate training to develop these skills. Brock & Grady (1998), Gold (1996), and Hope (1999) write that the principal plays a critical role in determining both the quantity and quality of support that beginning teachers receive. Principal survey responses suggest that they recognize the need for training in the areas of conferencing, observing, and reflecting to offer quality support to their teachers.

An important difference emerging from the survey was related to the principal's role as mentor to his faculty. Administrators believe that they do serve as a mentor to their teachers. Novice teachers disagreed that principals serve as mentors to their faculty. The responsibility of the principal to mentor novice teachers is well documented in the literature. Tirozzi (2001) writes, "...principals must spend significantly more time evaluating staff and mentoring new teachers." Gold (1996) supports this finding by stating that the initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching. Likewise, Kaplan and Owings (2004) state that principals must have a leadership role in bringing beginning teachers to professional maturity. Contradicting perceptions from the principals and novice teachers that the

principal is meeting the novice teacher's mentoring needs suggests that additional training is needed. One must question what the principal is classifying as mentoring needs. The principal respondent group identified earlier that they lacked observation, conferencing, and reflection skills. If these skills are not well developed, it would impact the effectiveness of the mentoring that is being offered to the novice teacher. Once again, it becomes apparent that training the principals in a developmental mentoring model is a critical component when designing or supporting an existing mentoring program that will positively affect the retention of novice teachers.

Teacher Retention and Principal Perceptions of the Administrator's Role in Mentoring

A comparison of five campuses with the highest number of novice teacher hires and five campuses with the lowest number of novice hires over a two-year period was conducted. There were no new principals in the district or reassignment of principals to new campuses during the comparison years. Therefore, novice teachers in the campus clusters used for this portion of the study served under the same principal for the study period.

Principal survey statements related to administrative roles and responsibilities were examined to see if there were any noted differences between respondents in the comparison groups. Specifically, the principal's perception of self as a mentor to the teachers, support personnel for the school mentoring program, responsibility of the principal for the success of the mentoring program on the campus, and responsibility of the principal for the retention of teachers were considered.

None of the survey statements yielded significant differences between the two compared principal groups. Both groups of principals agreed that they mentor to teachers, supported a school-wide mentoring program coordinator, accepted responsibility for the success of the mentoring program on the campus and were responsible for the retention of teachers at the school.

Administrative Preparatory Programs and Principal Preparedness to Serve as a Mentor

Inadequate training for principals in the area of mentor preparation through adequate academic certification was supported by both the literature (Southern Regional Education Board, 2003; Hess & Kelly, 2004; Levine, 2005) and the results of this study. With nine percent of the public school teachers in the United States leaving the profession before completing their first year of teaching (Ingersoll, 2002) and thirty percent to fifty percent leaving the teaching profession within the first five years (Ingersoll, 2002), it becomes increasingly important to address the retention of the novice teacher. The work of Gold (1996), and Kaplan and Owings (2004) address the importance of the relationship between the beginning teacher and the principal in the retention of the novice teacher in the profession. Teacher attrition rates would suggest that the relationship between principal and novice teachers addressed in the literature are not being established.

A report by the Southern Regional Education Board (2003) indicates that principal preparatory reform is needed. John Daresh (1997) and Kenneth Leithwood (1995) report that administrative preparatory programs need to include skills that would address novice teacher needs. Traditional preparatory programs must rethink the unique

needs of the campus principal and their role in the retention of novice teachers.

Principals must be trained to recognize the needs of the novice teacher and skillfully address the needs in a timely manner. Too, principals must ensure that mentors on their campus are trained to address the needs of the novice teacher if teacher retention is going to be positively affected.

Most of the principals involved in the study (82%) indicated that they did not receive training in mentoring programs during their preparatory coursework. It is through developmental mentoring programs at the campus level that the principal is able to establish a support system for novice teachers and mentors. Understanding the components of a successful developmental mentoring program, implementing best practices, and sanctioning the goals of a mentoring program provides the opportunity for teachers to learn and grow. Survey responses and interview responses from principals indicated that these issues are not being taught to principals in the administrator preparatory programs that principals in this study attended.

Principals agreed that their preparatory programs did not prepare them to address mentor needs (82%) or the needs of the novice teacher (72%). Principals must acquire these tools to properly recognize and address the growing needs of the novice and mentor teacher. Inability to appropriately address needs for these groups encourages early departure from the profession (Mills, 2001), enhances the rising teacher attrition rate (Ingersoll, 2002), and supports a declining student classroom performance that we now experience nationwide (Dolton & Newson, 2003).

Principals that were interviewed regarding their mentoring preparedness through university preparatory programs commented on the lack of mentoring information and expressed an understanding of the need to be trained in best practices focused on mentoring programs and mentoring skills. There was a strong sense of willingness to receive mentor training and acknowledged the need for mentoring to be included in preparatory coursework. Several principals (75%) remarked that their program experiences were too theoretical and lacked inclusion of issues facing new age principal challenges. It is critical that university administrative preparatory programs address mentoring issues to better prepare campus leaders in attracting and retaining highly qualified teachers.

Recommendations for Further Study

Based on the findings of this study, the following areas are recommended for further study:

1. As universities plan preparatory programs for aspiring principals, considerations should be made to incorporate information in all leadership areas. This would include training in supervision that incorporates coursework that develops skills in observing, conferencing, and reflection, and the role of the principal in a campus-based mentoring program. There are a limited number of university programs that currently require mentor training as a part of an induction program in the preparation of new principals. Documenting the effectiveness of programs that include principal mentor training on teacher retention would provide important information for principal preparatory program recommendations.

2. Mentoring has been recognized as an effective tool in the retention of teachers in the profession. However, mentoring programs vary and produce mixed results. It would be insightful to gather information from administrators, mentor teachers, and novice teachers in districts that use a developmental mentoring model and those that use a non-developmental model to compare results. Results of such work could help identify effective developmental mentoring best practices and the result of best practices on the retention of novice teachers.

3. As novice teachers complete their fourth year of teaching and enter the “career status” phase, it would be interesting to examine the changes of the new career teachers to the novice teachers as evidenced by professional growth. Comparison studies of the same teacher over time would help identify effectiveness of the mentoring program that initially trained the novice teacher.

4. As a novice teacher eventually becomes a mentor to other novice teachers, it would add to the literature if the new mentors were examined following their first year as a mentor. A longitudinal study of this nature would help identify mentoring needs as one moves from the mentoring recipient to the mentoring provider.

Conclusions

The literature is convincing that teachers are leaving the profession in record numbers. Research offers substantial evidence that mentoring programs are an effective means of addressing teacher retention. Too, research identified the principal as a pivotal and critical individual in the success of the novice teacher on the campus level and

instrumental in the success of mentoring programs at the school. Understanding the congruence among the teacher, mentor and principal regarding the principal's role in a campus-based mentoring program is critical to the success of the program. Too, principal preparatory programs must offer academic preparation in developmental mentoring practices that result in teacher retention. Four over-arching conclusions emerged from the study.

(1) Developmental mentoring programs are an effective means to address teacher attrition.

Mentoring programs have been identified as a positive, effective means of ameliorating some of the causes of the high attrition rate among beginning teachers. According to the National Education Association, new teachers who participated in mentoring area nearly twice as likely to stay in their profession. Developmental mentoring programs can identify novice teacher needs and professionally assist them in developing skills to meet their needs. Through developmental mentoring, novice teachers gain self-confidence, experience more student success and are more likely to remain in the profession.

(2) Principals must be prepared to lead developmental mentoring programs.

Needs facing the principal of today are vastly different than the principal of yesterday. Among the many challenges that face the 21st century principal is the attraction and retention of highly qualified teachers. With thirty to fifty percent of teachers leaving the profession within the first five years, the principal must acquire

skills that will help reduce the teacher attrition dilemma. One must consider where the principal will obtain the skills to address the teacher attrition issue.

University administrative preparatory programs are one possible source to provide principal training in developmental mentoring skills. Curriculum in university leadership programs must teach principals how to plan, implement, and evaluate mentoring best practices at the campus level. However, studies indicate that most university administrative preparatory programs do not include a mentoring component.

A second potential source of training the principal to successfully lead a mentoring program is through the local district's professional development plan. Providing training to principals through professional development is an accepted practice that is utilized by many public school districts. This would allow a professional with developmental mentoring expertise to help prepare principals in grounded developmental mentoring best practices.

Regardless of the source of the principal's training, it is imperative that the administrator be prepared to plan, implement, and evaluate the mentoring program at the school. The principal is key to the success of the mentoring program at the campus and must be prepared to serve in the leadership role in this endeavor.

(3) The principal must take the leadership role in a campus-based mentoring and induction program.

Principals must take the leadership role in the development, implementation, and evaluation of the mentoring program at the school. Administrators need to be well grounded in mentoring practices, develop conferencing, observation, and reflection skills

that will help teachers grow professionally, and model research-based mentoring behaviors. Offering research based mentoring support is often a decisive factor in the retention of teachers.

(4) Perceptual congruence of the principal's role in a campus-based mentoring program among stakeholders is important.

This study clearly identified that the administrator, novice teachers, and mentor teachers differ in their perceptions regarding the principal's role in a campus-based mentoring program for some program issues. Developing a developmental mentoring program that clearly identifies the role of each stakeholder (principal, mentor teacher, and novice teacher) would 1) offer continuity to the program, 2) provide clarity of purpose, 3) denote levels of responsibility for each stakeholder, 4) identify expectations, and 5) provide a framework for success. Aligning mentoring program components and participatory roles will maximize the effectiveness of the program and impact the level of success on teacher growth and retention.

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APPENDIX A**SURVEY GIVEN TO ADMINISTRATORS, MENTOR TEACHERS,
AND NOVICE TEACHERS PARTICIPATING IN THE STUDY**

January 17, 2006

Dear Survey Participant,

Attracting and retaining highly qualified teachers in the Bryan Independent School District is a critical component in the success of our students. The BISD Research Committee has approved a research study that will examine important questions that address these issues.

You are a key participant in this research project. Please take a few minutes and complete the survey so that valuable data can be gathered. Your input is vital to the success of this project.

Please return the completed survey and a signed consent form in the envelope provided. A second copy of the consent form is enclosed for your records.

THANK YOU in advance for your participation. You are the key to our findings.

Lucy Larrison
Executive Director for Accountability and Research

APPENDIX B

CONSENT FORM

CONGRUENCE OF PERCEPTIONS AMONG THE PRINCIPAL, MENTOR TEACHER, AND NOVICE TEACHER REGARDING THE PRINCIPAL'S ROLE IN A CAMPUS MENTORING PROGRAM

I have been asked to participate in a research study that examines the principal's, mentor teacher's, and novice teacher's perception of the principal's role in a campus-based mentoring program. Over 100 people have been asked to participate in this study. The purpose of this study is to examine the congruency of perceptions among the principal, novice teacher, and mentor teacher regarding the role of the principal in supporting mentoring programs at the campus level. In addition, the study will explore the preparation and readiness of principals to serve in a leadership role in the development and implementation of a campus mentoring program.

If I agree to be in this study, I will be asked to complete a written survey or be interviewed and audio taped. Participation in the study is voluntary. Participation in this study will only take 15 minutes and will only occur one time. There are no identified risks in this study. Findings will contribute to the limited literature regarding campus mentorships and the perceptions of the principal's role in a campus mentoring program by key stakeholders in the process of mentoring novice teachers.

I will not receive any monetary compensation for participation in this study.

This study is confidential. The researcher will code documents and transcribed interviews. The records of this study will be kept private. No identifiers linking me to the study will be included in any sort of report that might be published. Research records will be stored securely and only Lucy Larrison will have access to the records. If you are audio taped, only Lucy Larrison will have access to your responses and information will only be used for educational purposes. Tapes will be erased after the study is completed. My decision whether or not to participate will not affect my current or future relations with Texas A&M University or Bryan Independent School District. If I decide to participate, I am free to refuse to answer any of the questions that may make me uncomfortable. I can withdraw at any time without my relations with the University, job, benefits, etc., being affected. I can contact Lucy Larrison with any questions about this study.

This research study has been reviewed by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, I can contact the Institutional Review Board through Ms. Angelia M. Raines, Director of Research Compliance, Office of the Vice President for Research at (979) 458-4067, araines@vprmail.tamu.edu. Additionally, I may contact Dr. Elizabeth Foster, the researcher's university advisor, at (979) 845-6427 or esfh@tamu.edu if I need additional information regarding the study.

I have read the above information. I have asked questions and have received answers to my satisfaction. I have been given a copy of this consent document for my records. By signing this document, I consent to participate in the study.

Signature of the Subject: _____ Date: _____

Signature of the Investigator: _____ Date: _____

APPENDIX C

INTERVIEW QUESTIONS FOR RESEARCH QUESTIONS ONE, TWO, AND THREE

Research Questions 1, 2, 3

1. *What is the principal's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*
2. *What is the novice teacher's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*
3. *What is the mentor teacher's perception of the principal's role in a campus based mentoring program designed to increase teacher retention?*

Interview Questions

1. Who are the key stakeholders in the mentoring program currently in place on your campus?
2. What is the role of the principal in the mentoring program on your campus?
3. What skills should a principal have in order to support mentoring on a campus?
4. How responsible is the principal for the mentoring program on a campus?
5. What procedures are in place on your campus to support your current campus-based mentoring program?

APPENDIX D**ADMINISTRATOR INTERVIEW QUESTIONS FOR
RESEARCH QUESTION SIX***Research Question #6*

How well prepared are principals in BISD, through their administrative preparatory programs to organize, develop and support induction and mentoring programs on their campuses?

1. How long have you been on acting principal or assistant principal?
2. Where did you receive your graduate degree in administration?
3. What year did you receive your administrative certification?
4. Describe your current role in the mentoring program on your campus.
5. Describe mentoring training that you received during your administrative preparatory program.
6. As a campus administrator, how do you attract and retain highly qualified novice teachers?

APPENDIX E

Level of Importance of Principals on the Effectiveness of a School-wide Mentoring Program: Survey

Spring 2006

Code _____

Demographics:Current Professional Role: _____ *Mentor Teacher* _____ *Novice Teacher* _____ *Administrator*School: _____ District Bryan ISD Job Title: _____

Number of years at your current school: (any role) _____ Number of years at other schools (any role) _____

Gender: _____ *Male* _____ *Female* Age _____Ethnicity: _____ *Caucasian* _____ *African Am.* _____ *Hispanic* _____ *Asian* _____ *Native Am.* _____ *Other*School System: _____ *City (urban)* _____ *Rural* _____ *Suburban* _____ *Mixed:(identify)***Mentor Training: Check as many as apply.**

If you have participated in any of the following mentor training groups, please check the appropriate category(s).

_____ Graduate School _____ Developmental Mentor Institute _____ TXBESS _____ Local ISD Training

_____ Service Center Training _____ Administrative Training _____ Other (identify)

_____ No Training as a Mentor

Experience: Check as many as apply.Teacher Total # of Years _____ Level: _____ *Elementary* _____ *Middle* _____ *High School*Counselor Total # of Years _____ Level: _____ *Elementary* _____ *Middle* _____ *High School*Administrator Total # of Years _____ Level: _____ *Elementary* _____ *Middle* _____ *High School*Other: (Specify) Total # of Years _____ Level: _____ *Elementary* _____ *Middle* _____ *High School***SURVEY ITEMS****NOTE:** Use the following code system for the survey statements. Place the appropriate number on the line. Think of the principal as a *whole* and not as one particular individual.**(7) Strongly Agree****(5) Agree****(3) Disagree****(1) Strongly Disagree**

_____ 1. Skills of a mentor should be part of the skill-base of principals.

- _____2. Having the skills of a mentor would positively impact the relationship between principals and teachers.
- _____3. Principals currently have the skills of a mentor.
- _____4. Principals often serve as mentors to teachers.
- _____5. Schools should have a coordinator for a school-wide mentoring program.
- _____6. Once trained, mentors do NOT need additional support from their administrators.
- _____7. Administrators should receive training in mentoring skills and mentoring programs.
- _____8. Conferencing skills are easy to develop.
- _____9. Principals have well developed conferencing skills.
- _____10. Classroom observation skills are easy to develop.
- _____11. Principals have well developed classroom observation skills.
- _____12. Using an observation tool, such as the PDAS or COPAT is important.
- _____13. For any full observation, a pre-conference should be scheduled.
- _____14. For any full observation, a post-conference should be scheduled.
- _____15. Principals are responsible for the success of a school-wide mentoring program.
- _____16. Principals do provide appropriate schedules and assignments for novice teachers (fewer duties, lower class size, fewer special needs children from veteran teachers)
- _____17. Principals understand the needs of novice teachers.
- _____18. Principals should engage in reflective activities with their school-based mentors.
- _____19. Reflection skills are easy to develop.
- _____20. Principals have well developed reflection skills
- _____21. Mentors need time to meet as a group in the school.
- _____22. Principals understand the needs of mentors or mentoring programs.
- _____23. The retention of teachers is a responsibility of the principal.
- _____24. Following the initial training, mentors should continue to have on-going training.
- _____25. Principals receive preparation/training during their principal certification program about needs of novice teachers.
- _____26. Principals receive preparation/training during their principal certification program about mentoring programs.

- ____ 27. Principals receive preparation/training during their principal certification program about the needs of mentors.

***Please return the completed survey in the envelope provided
ASAP. Place in school mail. Thank you for your participation.***

VITA

Name:	Lucy Elaine Larrison
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